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ABSTRACT

The general objective of the vocational office training program is to prepare high school and postsecondary students (general clerical, clerk typist, and stenographic) for initial office jobs and for advancement on the job. The handbook is designed to assist teacher/coordinators in implementing a vocational office training program and an intensive business training program, based on the intensive time block concept and using cooperative or simulated work experience. Guidelines for implementing the programs are outlined, with copies of all necessary State and Federal forms and advice on their use. Suggestions are made for adapting the vocational office training program for postsecondary and adult education use. Miscellaneous information includes: general information and requirements for obtaining a vocational license, minimum office standards, evaluating the cooperative vocational office training program, job opportunities and descriptions, and lists of teaching aids and resource materials of all kinds. (SA)

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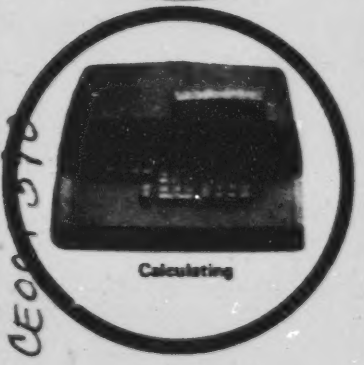

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Handbook for Vocational Teacher-Coordinators of

BUSINESS AND OFFICE EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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Handbook for Vocational Teacher-Coordinators

of

Business and Office Education

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1972

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OVERVIEW OF
VOCATIONAL OFFICE TRAINING PROGRAM

The Vocational Office Training (VOT) Program in the secondary schools, the junior colleges, and the adult education centers of Mississippi is designed to provide office competences to any student or adult who exhibits a desire for and an interest in business and office occupations.

Adult Vocational Office Education is designed to help the individual insure stability or advancement in his present employment or to train him for initial employment.

In some schools, Cooperative Vocational Office Training is being offered. Instruction in these programs pertains to job skills and knowledge that are needed for proficiency on the job. This instruction should include, in addition to the knowledge directly related to the job, such items as employee-employer relationships and personality development.

The program of instruction should combine and coordinate related instruction with on-the-job experience and/or other occupational activities which:

1. Are appropriate to the objectives of the students.
2. Are of sufficient duration to develop competences necessary to train him for employment in the occupational field which he desires.
3. Are supervised, directed, or coordinated by a person qualified under the State Plan.

When the cooperative program is not feasible, the State authorizes the vocational office training to be offered through the Intensive Business Training (IBT) Plan. The Intensive Business Training gives the student training by putting office skills into practice in the classroom. These may include simulated office education in which a model office laboratory is used so that the student is given training and experience as a "whole office employee" with learning activities as real office assignments.

The intensive block of time concept is used to provide problem-solving experiences typical of the business and office activities. It realistically relates classroom activities to actual job requirements.

The information, policies, and regulations contained in this handbook relate to all Vocational Office Training Programs except where indicated as Cooperative Vocational Office Training. The Intensive Business Training Program is characterized by the following points to differentiate it from the regular business education classes:

1. More opportunity is given for coordination of subject matter.
2. A student-centered program is planned.
3. Variations in teaching methods are permitted by time schedule.
4. Individual work may be easier to obtain.
5. Business and office training will have more depth.
6. Greater variety of supplementary materials may be used.
7. Production is more valuable and is easily identified.

Standards of achievement, in addition to those already set by local regular business education programs and those set forth for Cooperative Vocational Office Training Programs in this handbook, are reached by:

1. The aid of the advisory committee to set standards according to local community needs.
2. The ability and goal of the student--meet the student at his own level and let him progress as far as he can.

Coordination of subject matter:

1. Extensive work and planning on the part of the teacher-coordinator is imperative. This work and planning would include the committee meetings of the teacher--those in the program and the other teachers in the business department.
2. Correlate business machines with recordkeeping procedures; recordkeeping process could be typed; incorporate business English into transcription of letters, etc.

Adequate planning for each day:

1. Advanced planning in detail and variety of materials is required.
2. Frequent changes in procedures lend variety.
3. Enrichment increases motivation for learners.
4. Learn to improvise and be flexible--cash in on opportunities for variety as they arise.

General policies:

1. The class size may vary according to the objectives of students.
2. The interests and objectives of students should be reflected in what is required.
3. Prerequisites may be determined by the local teacher-coordinator; that is, all students may not be required to have the same prerequisites.
4. All students must have completed successfully the basic required skills before entering the Vocational Office Training Programs or being enrolled in such classes in regular business education concurrently with Vocational Office Training (Cooperative Vocational Office Training and Intensive Business Training).
5. U.S.O.E. classifications and job descriptions in the Dictionary of Occupational Titles will help determine course content. It must be based upon these classifications to correspond with the occupational goals selected by the student.
6. One hundred per cent VOT or IBT teacher-coordinators should not have extra-curricular assignments during the school day, other than sponsoring of business and office student youth organizations such as FBLA.

BRIEF EXPLANATION OF THE OBJECTIVES OF THE PROGRAM

The general objective of the vocational office training program, like those of bookkeeping, clerical, and secretarial programs, is to prepare certain high school students vocationally for initial office jobs in areas such as manufacturing establishments, retailing establishments, and service businesses (insurance, finance, government offices, etc.). This background prepares the student learner for advancement on the job, in addition to preparing him for the initial employment. A comprehensive vocational office training program includes general clerical, clerk-typist, and stenographic student-learners.

Other objectives of the vocational office training program are:

1. To provide a technical background for the college-bound student who plans to study teacher education, office administration, or executive secretarial training in college.
2. To make certain contributions of general education to the student who participates in the program.

THE 1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT OF 1963

The 1968 Amendments, for all practical purposes, have eliminated all prior legislation in vocational education and have channeled our efforts in new specific directions toward new goals, with greater support.

> There must be an increased emphasis on 'people' needs as opposed to 'program' or 'institution' needs.
>
> In short, this Act contains many new challenges, but in doing so, it gives to the states and local districts resources and program flexibility which is designed to assist us in focusing on vocational education needs—and to meet them![1]

The declaration of the purpose of the 1968 Amendments to the Vocational Education Act of 1963 as found in Section 101 is stated as follows:

> It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post secondary schools—will have access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Some of the highlights of the new Act are:

1. Each school district in order to qualify for Federal funds shall submit a local plan for vocational education showing needs, occupational placement opportunities, economic status, etc.
2. A uniform reimbursement policy for all schools will not be used. The reimbursement policy will be based upon the financial ability of the school district.
3. Fifteen per cent of all Federal funds will be spent for the deprived (disadvantaged).
4. Ten per cent of all Federal funds will be spent for the handicapped.
5. No funds under this Act are to be used for purposes other than to prepare students for employment, to prepare individuals for successful completion of occupational educational programs, or to assist individuals in making informed and meaningful occupational choices.
6. Authorizations are made for cooperative vocational education program.

The authorization for cooperative education is new, and places emphasis on the development of programs which combine formal education enabling students to acquire job skills, knowledge, and appropriate attitudes with on-the-job experience. Further provisions include the reimbursement of employees for necessary added costs incurred in providing on-the-job instruction, teacher/coordinator training, and certain ancillary services. The Act authorizes states to provide up to 100% Federal financing to local educational agencies.

This handbook is designed to aid the teacher/coordinator in implementing a Vocational Office Training Program. BOE Forms (as shown in this publication) may be secured from the office of the State Supervisor of Business and Office Education in the quantity needed; sample forms may be duplicated or printed as needed by the coordinator of Vocational Business and Office Education.

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[1] Brenton R. Aikin, "The Vocational Education Act of 1968," California Business Education Journal, IV, No. 2 (February, 1969), p. 3.

COOPERATIVE VOCATIONAL OFFICE TRAINING

5/6

IMPLEMENTING THE COOPERATIVE VOCATIONAL OFFICE TRAINING PROGRAM

I. The Cooperative Vocational Office Training Coordinator

A. Qualifications of the Coordinator

1. The teacher shall have graduated from an undergraduate accredited college or university and hold a secondary teacher's certificate with an endorsement in business education.

2. The teacher should have earned six semester hours in (a) Principles and/or Philosophy of Vocational Education and (b) Methods of Teaching Vocational Business Education Subjects.

3. The teacher should have a minimum of one year's experience in acceptable verified office occupations.

B. License Issuance

1. A teacher who meets all the above qualifications and holds a bachelor's degree will be issued a license for a five-year duration.

2. A teacher who meets all the above qualifications and holds a master's degree or above will be issued a license for a ten-year duration.

3. A one-year duration license will be issued to a person who is deficient in vocational education subjects. This deficiency must be eliminated before the license can be renewed.

4. See pages 97-98, "General Information and Requirements for Obtaining a Vocational License -- All Vocational-Technical Personnel."

C. License Renewal

1. Renewal of a five- or ten-year duration license will require six semester hours of professional education in subject area field.

D. Duties of the Coordinator

1. Conduct job surveys to determine the kind, quantity, and functions of jobs available in the community.

2. Secure assistance of the business community in evaluating the breadth, depth, and achievement of the instructional program of the school.

3. Make initial contacts with prospective employers.

4. Work with the businessmen and students through placement and guidance in seeking a suitable position for each student.

5. Promote good public relations.

6. Supervise the student on the job. The coordinator should:

a. Be cognizant of the value of the student's assignment, the supervision given the student, and the related training the student should receive.

b. Have a well-planned schedule for visitation to training stations.

c. Visit in the training station a minimum of at least once each grading period, or six weeks. A record of visitation should be maintained.

d. Explain the evaluation sheet to the employer.

7. Select students for the next year's program several weeks before each school year is ended.

8. Evaluate the student. This will be a joint effort of the employer and the coordinator. The final evaluation, however, will be the responsibility of the coordinator.

9. Maintain an active file of all students in the program. Items that may be included are:

   a. Application of student to enter the program.

   b. Recommendations from teachers and other character and experience references.

   c. Student's class schedule.

   d. Testing and evaluation data, such as I.Q. scores, preference test scores, and high school grades.

   e. Student agreement.

   f. Memorandum of training plan.

   g. Weekly job report.

   h. Special projects of the student for guidance purposes.

   i. Evaluation sheets from both employer and coordinator.

10. Be constantly alert for new job opportunities.

11. Insist that students achieve a level of job competency commensurate with that required for placement and advancement on the job.

12. Secure, prepare, evaluate, and revise instructional materials needed to keep classroom instruction realistic.

13. Work closely with the advisory committee for business and office education.

14. Report regularly to the local school administration and State Department of Education.

15. Assist pupils in obtaining work permits.

16. Keep informed of child-labor provisions, and keep employers informed.

17. Assist the employer in filing an Application for a Certificate to Employ a Student-Learner.

18. Submit the Training Program Placement Report to the principal.

19. Conduct follow-up studies on all preceding graduates in October.

20. Consider a social function honoring employers and/or supervisors, such as a banquet or a tea.

21. Consider initiating adult education classes to meet the needs of the community.

II. Vocational Office Training Program

A. Definition of Cooperative Vocational Office Training -- Cooperative Vocational Office Training is a work-training program for high school juniors and/or seniors who are preparing for full-time employment in office occupations.

B. Functions of Cooperative Vocational Office Training

1. To bridge the gap between the school and business through supervised work experience.
2. To build upon skills and business knowledge acquired at school by providing the opportunity for job application of these skills.
3. To provide an opportunity for permanent employment after graduation.
4. To help the school evaluate the training necessary for employment in modern offices.
5. To help decrease the drop-out rate.
6. To decrease the number of unemployable youths in the community.
7. To help the student understand job placement requirements, and to prevent floundering in full-time jobs.
8. To stimulate and guide vocational choices.
9. To assist the student in acquiring skills and learning techniques beyond the power of most schools to teach.
10. To assist the student in entering the full-time job market as an experienced worker.

C. General Requirements for Organization

1. Needs evidenced in the school and community.
2. Availability of adequate work-training stations.
3. Adequate staff of qualified business education instructors.
4. A well-planned business education curriculum.

D. Requirements of Enrollees

1. Must be juniors or seniors.
2. Must be at least 16 years of age.
3. Must work a minimum of 15 hours per week.
4. Must have the curriculum prerequisite courses.
5. Must have a Certificate of Age if employed by an agency covered by the Fair Labor Standards Act.
6. Must state a vocational objective.

E. Schedule of Enrollees

1. Two or three regular classes.
2. One related instruction period called "Vocational Office Training," which is similar to office practice.
3. "On-the-job training" in a local office during the school day and additional time to obtain minimum required hours per week.

F. Equipment

The State Department of Education purchases and retains ownership of the equipment used in Cooperative Vocational Office Training program. Maintenance of this equipment, however, is the responsibility of the local school. Additional needed equipment will be provided to schools as funds are made available. Requisition Form Voc. Ed. 20-0A, Request to Advertise for Bids, should be submitted in duplicate to Mr. Dixon Mills, State Supervisor of Cooperative Education, for purchases over $500. Upon approval to advertise, advertisement must be published in a local paper for three consecutive weeks; bids must be received from at least three sources. However, no bids are necessary on items on State Contract bid price. Then Vo. Ed. Form No. 20-2, Application for Approval in Advance for the Purchase of Equipment and Supplies, is submitted in duplicate and must be approved before equipment is purchased. For trade-in of old equipment, Voc. Ed. Form No. 20-10, Request for Authority to Dispose of Major Equipment, is used. Voc. Ed. 20-2A, Requisition for Advancement of Funds, may be submitted to secure an advance of 90 percent of cost if purchase exceeds $500. Then Voc. Ed. Form No. 20-3, Requisition for Reimbursement for Expenditures, is submitted in duplicate along with paid invoices for reimbursement.

SUGGESTED MINIMUM EQUIPMENT FOR VOCATIONAL OFFICE TRAINING PROGRAM

(Class of 15 Students)

10	Electric typewriters with 8½" writing line
5	Electric typewriters with 15" carriage
1	Executive Typewriter
1	Composing machine
7	Combination dictating and transcribing units with accessories
1	Microphone compatible with dictating-transcribing machines
4	Electronic calculators, nonprinting with memory storage
11	10-key printing calculators
1	Stencil duplicator (electric)
1	Spirit Duplicator (electric)
1	Offset master maker or electrostatic copier or combination
1	Master conversion unit
1	Offset duplicator
1	Four-drawer filing cabinet with lock
2	Touch shorthand machines
1	Thermo-copier

For classroom with 20 learning stations, add the following to the above equipment list:

3	Electric typewriters with 8½" writing line
2	Electric typewriters with 15" carriage
3	Combination dictating and transcribing units with accessories
1	Electronic calculator
4	10-key printing calculators

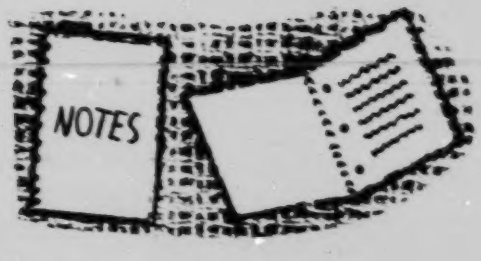
MISCELLANEOUS EQUIPMENT AND SUPPLIES

1	Bulletin board
1	Letter opener
1	Paper cutter
1	Dictionary, unabridged
1	Etiquette book
1	Letter basket
1	Stapler
1	Desk calendar
1	Secretary's handbook
1	Stop watch
1	Tape dispenser
1	Chalkboard
1	Interval timer

ADDITIONAL RECOMMENDED EQUIPMENT

1	Stenographer's desk
1	Tape recorder
1	Overhead projector

NOTE : Prior to requisitioning equipment for 20 students, we request that you contact the State Supervisor for Business and Office Education or the Equipment Specialist. A justification for additional equipment must be made through the State Supervisor.


NOTES

Form No. 20-0A
Voc. Ed.
Sept., 1966

Submit Original and Duplicate

LIST OF EQUIPMENT NEEDED WITH SPECIFICATIONS AND REQUEST FOR APPROVAL TO ADVERTISE FOR BIDS

Page 1 of ____ pages

Name of School _____ Address _____

Check One: Agriculture ☐ Business & Office ☐ Distribution ☐ Health Occupations ☐ Home Economics ☐ Technical ☐ Trade & Industry ☐

_____ ☐ _____
Specific Program (ex., Auto Mech., P.N., etc.)

Item Number	Name of item, plus description and specifications	No. Needed	Estimated Total Cost	For State Office Tentative Approval

ITEM NOS. ON FORM NO. 20-2 SHOULD AGREE WITH ITEM NOS. ON THIS FORM

FORM No. 20-2
VOC. ED.
Revised March, 1967

SUBMIT ORIGINAL AND DUPLICATE TO STATE OFFICE

Page 1 of ____ Pages

APPLICATION FOR APPROVAL IN ADVANCE FOR THE PURCHASE OF EQUIPMENT AND SUPPLIES FOR USE IN REIMBURSABLE VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

In Cooperation With

Mississippi State Board for Vocational Education

TO: VOCATIONAL DIVISION
MISSISSIPPI STATE DEPARTMENT OF EDUCATION
BOX 771
JACKSON, MISSISSIPPI

FROM ____
NAME OF SCHOOL
ADDRESS
SPECIFIC PROGRAM (EX., AUTO MECH., P.N., ETC.)

FOR STATE USE
CODE No. ____

Check one: Agriculture ☐ Distribution ☐ Health ☐ Home Economics ☐ Office ☐ Technical ☐ Trades and Industry ☐ ____ ☐

ITEM No.	NAME OF ITEM WITH SPECIFICATIONS (INCLUDING BRAND NAME AND MODEL NO. FOR ITEM ACCEPTED)	QUANTITY	LOWEST BID PER UNIT	ACCEPTED BID	
				UNIT COST	TOTAL COST

(Use Additional Form No. 20-2—Cont'd. if necessary)

As Administrator of the ____
NAME OF SCHOOL

We do hereby pledge our full cooperation in complying with all requirements for aid as provided by state and federal regulations and laws.

Recommended by: ____
LOCAL VOCATIONAL REPRESENTATIVE

Signed by: ____
LOCAL SUPERINTENDENT

Date: ____

FOR JUNIOR COLLEGES AND OTHER STATE AGENCIES

(State laws require the following to be maintained in school file)

1. Copy of bids (Minimum of 3 required)
2. Proof of advertising for bids if purchase is over $1500.00 (Include copies of advertising notices for 3 consecutive weeks clipped from local paper showing name of paper and dates of notices.)
3. Statement showing reason for preference, if low bid is not accepted.

This application for $ ____ as itemized is approved for reimbursement in the amount of $ ____ provided purchases are made in accordance with application, and provided funds are available.

MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION

Recommended by: ____
(STATE SUP. OF APPLICABLE SERVICE)

Approved by: ____
(STATE DIRECTOR, VOCATIONAL EDUCATION)

Date: ____

FOR SEPARATE SCHOOL DISTRICTS OR COUNTY SCHOOLS

(Senate Bill No. 1589, Session 1964)

(State laws require the following to be maintained in school file)

1. Copy of bids (minimum of 3 required)
2. Proof of advertising for bids if purchase is over $500.00 (Include copy of advertising notice showing name of paper and date of notice)
3. Statement showing reason for preference if low bid is not accepted.

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FORM NO 20 2 CONT'D
VOC ED

SUBMIT ORIGINAL AND DUPLICATE TO [illegible] OFF [illegible]

PAGE ___ OF ___ PAGES

FROM _____
NAME OF SCHOOL

ITEM NO	NAME OF ITEM WITH SPECIFICATIONS (INCLUDING [illegible] AND ASSEMBLY NO. [illegible])	QUANTITY	LOWEST BID PER UNIT	ACCEPTED BID	
				UNIT COST	TOTAL COST

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Form No. 20-10
Voc. Ed.
Sept., 1966

REQUEST FOR AUTHORITY TO DISPOSE OF
MAJOR EQUIPMENT PURCHASED WITH FEDERAL AND/OR STATE FUNDS

TO: VOCATIONAL DIVISION
STATE DEPARTMENT OF EDUCATION
BOX 771
JACKSON, MISSISSIPPI 39205

FROM _____
Name of School

_____
Address

Check One: Agriculture ☐ Business & Office ☐ Distribution ☐ Health Occupations ☐ Home Edonomics ☐
Technical ☐ Trade & Industry ☐ _____ ☐ _____
Specific Program (ex., Auto Mech., P.N., etc.)

Gentlemen:

Authority is requested to dispose of the following equipment:

I. **Description:** Item _____ State Inventory No. _____

Serial No. (where applicable) and description: _____

_____

_____

_____

Estimate of Value $_____ Reason for Disposal _____

II. **Method of disposal:** _____

If by sale: _____ $_____
(Name of Successful Bidder) (Price)

If by trade-in: (Give complete specifications of equipment to be purchased.)

_____

_____

_____

_____

Successful Bidder:

_____ _____
(Company Name) (Address)

Total Bid Price $_____ Trade-In Allowance $_____

Difference $_____
(Administrators of local institutions are responsible for advertising and securing bids as required by State laws for item to be sold as well as for items to be purchased.)

I certify that the information contained herein is correct and pledge full cooperation in complying with all requirements for aid as provided by State and Federal regulations and laws.

Recommended By: _____
Local Vocational Representative

Signed By: _____
Local Administrator

Date: _____

Form No. 20–10 Cont.

III Authorization:

Authorization is hereby granted to dispose of the equipment described herein in the manner and for the amount or amounts as indicated:

If by sale: $_____

If by trade-in: $_____ (Purchase Price) Minus $_____ (Trade-In) = $_____ (Net Cost)

Explanation: _____

_____

_____

_____

_____

_____

Mississippi State Board for Vocational Education

Recommended By: _____
State Supervisor of Applicable Service

Approved By: _____
State Director, Vocational Education

Date: _____

IV. Refund or Requisition

If by sale: Check or warrant No. _____ for $_____ is enclosed in accordance with approved sale and enclosed sales receipt.

If by trade-in: Reimbursement for $_____ is hereby requested in accordance with approved "trade-in" and enclosed invoice. (Invoice should be certified as having been paid.)

I certify that equipment listed on the enclosed invoice was received in good condition and in the quantity indicated.

Signed: _____

Title: _____

Date: _____

INSTRUCTION

This form (Section I and II) should be executed in quadruplet; the original (white) and two copies (canary and pink) to be sent to Director of Vocational Education. If approval is granted, Section III will be completed and the original (white) and canary copy will be returned to local institution.

After sale or trade-in has been consumated the original with Section IV completed should be returned with check and sales receipt or invoice as indicated in Section IV.

Form No. 20-2A
Voc. Ed.
September, 1966

REQUISITION FOR ADVANCEMENT
OF FUNDS

Code No._____
Application No._____
(For State Office Use)

TO: VOCATIONAL DIVISION
MISSISSIPPI STATE DEPARTMENT OF EDUCATION
BOX 771
JACKSON, MISSISSIPPI 39205

FROM:_____ _____
Name of School *Address*

Check One: Agriculture ☐ Business & Office ☐ Distribution ☐ Health Occupations ☐

Home Economics ☐ Technical ☐ Trade & Industry ☐ _____ ☐

_____
Specific Program (ex., Auto Mech., P.N., etc.)

This is to certify that the "Accepted Bid" costs as listed on Form No. 20-2, "Application For Approval In Advance For The Purchase Of Equipment And Supplies For Use In Reimbursable Vocational And Technical Education Programs" dated_____, were acquired in accordance with State laws.

The equipment listed on this Form No. 20-2 is to be used in the Vocational or Technical program as indicated above. The_____Board of Education agrees to operate this program in accordance with State and Federal regulations. Requisition is hereby made for $_____which represents 90 per cent of the total cost.

Signed_____

Title_____

For_____
Board of Education

FOR STATE OFFICE USE

This requisition is approved for $_____. This represents _____% of $_____ which is the approved total cost of equipment on your Form No. 20-2, "Application For Approval In Advance For The Purchase Of Equipment And Supplies For Use In Reimbursable Vocational And Technical Education Programs", dated_____.

MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION

Recommended by:_____
(State Sup. of Applicable Service)

Approved by:_____
(State Director, Vocational Education)

Date:_____

(SUBMIT ORIGINAL AND DUPLICATE TO STATE OFFICE)

Form No. 20-3
Voc. Ed.
Revised March, 1967

Submit Original and Duplicate to State Office

Page 1 of ____ pages

REQUISITION FOR REIMBURSEMENT FOR EXPENDITURES FOR PURCHASES OF EQUIPMENT AND SUPPLIES FOR USE IN REIMBURSABLE VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

In Cooperation With

Mississippi State Board of Education

To: VOCATIONAL DIVISION
Mississippi State Department of Education
Box 771
Jackson, Mississippi 39205

From: _____
Name of School

_____
Address

_____
Specific Program (ex., Auto Mech., P.N., etc.)

FOR STATE USE

CODE No. _____

Check one: Agriculture ☐ Distribution ☐ Health ☐ Home Economics ☐ Office ☐ Technical ☐ Trades and Industry ☐ _____ ☐

Item No.	Name of Item, Serial No. (where applicable) and Description	Quantity	Purchase Price (Must Not Exceed Price Approved On Application)		Total Reimbursement
			Unit	Total	

I hereby certify, that this requisition as submitted is correct, and that funds have been expended in accordance with state and federal regulations.

I certify that equipment billed on the enclosed invoices were received in good condition and in the quantities indicated.

(Attach itemized invoices for equipment and supplies. Invoices must be certified as having been paid, showing check number, date and amount.)

Signed _____

Title _____

For _____
Board of Education or College Board

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Form No. 80-3—Cont'd.
Ver. Ed.
Aug. 64

Submit Original and Duplicate to State Office

Page ____ of ____ pages

From _____
Name of School

Item No.	Name of Item, Serial No. (where applicable) and Description	Quantity	Purchase Price (Must Not Exceed Price Approved On Application)		Total Reimbursement
			Unit	Total	

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G. Reimbursement for Salaries

1. Mississippi State Law requires that teachers employed on a nine months' basis be paid in accordance with the Minimum Foundation Program Salary Scale. The Minimum Foundation Program Salary Scale for nine months and a salary scale converted to twelve months are listed below (1971):

	Mo.	0 Yrs.	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.	6 Yrs.
AA	9	$5700	$5800.00	$5900.00	$6000	$6100.00	$6200.00	$6300
	12	7600	7733.33	7866.66	8000	8133.33	8266.66	8400
A	9	5400	5500.00	5600.00	5700	5800.00	5900.00	6000
AA	12	7200	7333.33	7466.66	7600	7733.33	7866.66	8000

2. The following schedule illustrates a program in which the coordinator would be considered 33 1/3 per cent vocational. This schedule assumes there are 10-14 students in the Cooperative Vocational Office Training Program.

Period	Class	Reimbursable
1	Vocational Office Training Class	Yes
2	Open	No
3	Open	No
4	Open	No
5	Open	No
6	Visitation and Counseling Period	Yes

3. The following schedule illustrates a program in which the coordinator would be considered 50 per cent vocational. This schedule assumes there are 15-19 students in the Cooperative Vocational Office Training Program.

Period	Class	Reimbursable
1	Vocational Office Training Class	Yes
2	Open	No
3	Open	No
4	Open	No
5	Visitation and Counseling Period	Yes
6	Visitation and Counseling Period	Yes

4. The following schedule illustrates a program in which the coordinator would be considered 100 per cent vocational. This schedule assumes there are 20-60 students in the Cooperative Vocational Office Training Program.

Period	Class	Reimbursable
1	Vocational Office Training Class	Yes
2	Vocational Office Training Class	Yes
3	*Open	Yes
4	Counseling Period	Yes
5	Visitation Period	Yes
6	Visitation Period	Yes

*A maximum of one period a day may be used for other activities or classes. However, if there are more than 40 students enrolled in the program, the "Open" period will have to be utilized as a Vocational Office Training Class.

5. The amount of local travel budgeted for each coordinator will be determined jointly by the local school and the State Department of Education, Vocational Education Division.

H. Possible Benefits to and Problems of the Student

Benefits

The student:

1. Has incentive to learn, both on the job and in the cooperative class.
2. Earns money (cooperative) which may be necessary for continuance in school--or merely welcome.
3. Receives practical preparation for full-time employment.
4. Acquires skills and learns techniques beyond the power of most schools to teach.
5. Has better opportunities to learn how to get along with people.
6. Develops a businesslike attitude and may recognize his own shortcomings.
7. Engages in exploratory activities which may prevent floundering in full-time jobs.
8. Receives occupational training which has guidance value.
9. Receives his theoretical education in correlation with his practical education.
10. Has a program which may be tailored to his own needs and abilities.
11. Enters the full-time job market as an experienced worker (Co-op VOT).
12. May remain in the employ of the same firm, with the advantage of established seniority and the possibility of early promotion (Co-op VOT).
13. Is taught to assume responsibility.
14. Is taught to communicate with people.
15. Matures through transition from teenage to adult world.

Problems

The student:

1. May not be sufficiently mature to hold a job.
2. May lose time in travel (Co-op VOT).
3. May suffer from fatigue.
4. May not be able to participate in regular school activities.
5. May not learn on routine jobs.
6. May not receive adequate supervision or instruction.
7. May be placed in an unsuitable job for lack of availability of a suitable one (Co-op VOT).

I. Possible Benefits to and Problems of the School

Benefits

The school:

1. Can broaden its curricular offerings.
2. Can meet the needs of more students, thereby keeping in school more potential dropouts.
3. Can provide occupational training on a scale unattainable by any other method.
4. Can utilize the facilities and equipment of cooperating firms.
5. Develops goodwill and understanding of employers.
6. Can encourage employers' cooperation in many of its problems.
7. Can get information about current business practices and standards.
8. Can expect teacher to benefit from acquiring occupational experience and in developing skill.
9. Helps meet the training needs of the community.

Problems

The school:

1. May have difficulty in arranging satisfactory programs.
2. May have difficulty in controlling absenteeism.
3. May have neither facilities nor staff for providing adequate supervision and supplementary instruction.
4. May face a serious public relations problem if the program does not work out satisfactorily in all instances.
5. Must exercise unusual care in estimating conditions of work, controlling any exploitation of student workers and checking on health and academic records of trainees (Co-op VOT).
6. May be unable to place students during times of labor supplus (VOT).

J. Possible Benefits to and Problems of the Employer

Benefits

The employer:

1. Has a source of workers trained to meet local needs.
2. Has a source of needed part-time workers in times of low labor supply.
3. Is provided with alert learners.
4. Develops understanding of education problems.

5. Has opportunities for contributing to curriculum development.

6. Has a better all-around employee than he could ordinarily afford to train himself.

7. Trains future employees to exact specifications for that particular job.

Problems

The employer (Co-op VOT):

1. Has the task of scheduling work for part-time workers.

2. May have difficulty in assuring continuity in work.

3. Has the additional task of rating the trainees.

4. May receive a trainee that is not suitable for a particular job.

K. Possible Benefits to and Problems of the Community

Benefits

The community:

1. Is assured of a functional school curriculum for many of the students.

2. Is assured of increased opportunities for cooperation with the school.

3. Is assured of citizenship training for its youth.

4. Usually welcomes any influence which will encourage its youth to seek work at home.

Problems

The community:

1. May fear cheap labor.

2. May be doubtful of values on the basis of reports of isolated inefficiency or trouble.

III. Job Survey

A job survey (see Form BOE 4a) should be made to determine not only the jobs available in the community, but also the functions of the particular jobs and part-time job openings. Too, the survey should reveal the changes that will be needed in the curriculum to provide proper preparation for these jobs.

The business teacher should follow up the interest indicated by the job survey. As added contact, a colorful brochure should be prepared which illustrates and describes the functions of the program and the values to be achieved. It is suggested that the coordinator contact the businessmen personally. Other communication media such as newspaper, radio, and television, could be used.

IV. Application for the Program

A. The coordinator should complete and submit Form 1-3, Statement of Qualifications for Vocational Education Teachers, and furnish the necessary transcripts, etc., to establish educational classifications. A vocational license will be issued for a specified length of time on the basis of this form.

B. Form BOE 3a should be submitted for verification of previous work experience of the coordinator.

C. Form 1-1, Proposed Budget and Application for Aid in Business and Office Education Classes, should be completed in full and submitted in duplicate.

D. Each of the above forms, including Form BOE 4, must be submited to and approved by the State Supervisor of Business and Office Education before the program will be considered reimbursable.

Form:
BOE 4a

_____ High School

_____, Mississippi

Cooperative Business Education Program

SURVEY OF JOB OPPORTUNITIES IN BUSINESS AND OFFICE OCCUPATIONS

Kind of Business_____ Date_____

Name of Firm_____ Address_____

Person Contacted_____ Phone_____

Position of Person Contacted_____

1. How many full-time employees do you have?_____ Part-time?_____

2. How many in each of the following categories?

Position	Part-time	Full-time	Estimated Replacements
Clerical	_____	_____	_____
Stenographic	_____	_____	_____
Secretarial	_____	_____	_____
Others (Business & Office)	_____	_____	_____
	_____	_____	_____

3. How many high school students do you presently employ in Business and Office Occupations?_____

4. If none, have you ever employed students? Yes_____ No_____

5. Would you be interested in learning more about a program designed to train employees in Business and Office Occupations? Yes_____

No_____ Comments:_____

_____

_____

Form:
BOE 4a (continued)

6. Would you be interested in learning more about the availability of training for your present employees? Yes_____ No_____

   Comments: _____

   _____

7. Would you be interested in serving as a member of an advisory committee? Yes_____ No_____

8. General comments: _____

   _____

   _____

_____ Signature of Coordinator

_____ Date

_____ School Address

_____ School Phone

_____ Home Address

_____ Home Phone

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Form No. 1-3
Miss. Voc. Ed.
Revised Nov., 1969

STATEMENT OF QUALIFICATIONS FOR VOCATIONAL EDUCATION TEACHERS MISSISSIPPI

Name _____ Social Security No. _____ Sex _____ Age ____

Date _____ Marital Status _____ Number Dependents _____ Telephone _____

Address _____ City _____ State _____

VOCATIONAL AND TECHNICAL QUALIFICATIONS

Name of your specific occupation _____

Name of subject you prefer to teach _____

Did you serve a regular apprenticeship or learning period? Yes___ No___ How many years? _____

Name and location of firm with which you served apprenticeship _____

How many years did you serve as a journeyman at the occupation you desire to teach? _____

Have you had practical experience as a supervisor, foreman or superintendent? If so, explain _____

_____ Number of years _____

How many men did you have under your supervision? _____ How many apprentices? _____

*Can you read working drawings? Yes___ No___ For what trades? _____

If member of any professional or civic organizations, indicate names _____

Have you ever had any experience with young people (clubs, Y.M.C.A., social affairs, church, etc.)? Describe _____

_____

EDUCATIONAL QUALIFICATIONS

Elementary School _____ Grades Completed _____ Date _____

High School _____ Grades Completed _____ Date _____

College _____ Number Years _____ Date _____

Degree held and major field of work _____

List below your vocational education courses (mark G in front of graduate courses).

Institution	Names of Courses Taken	Date	Semester Hours Credit

SPECIAL COURSES COMPLETED WHICH HELP TO QUALIFY YOU FOR POSITION

Institution	Names of Courses Taken	Date	Semester Hours Credit

*Fill out if applicable.

Note: If additional space is needed any place on this form, attach a separate sheet.

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TEACHING EXPERIENCE

Courses Taught	Date	Location	Official in Charge of Schools

FULL-TIME WORK EXPERIENCE (OTHER THAN TEACHING)

Dates of Employment From Month Year	Dates of Employment To Month Year	Length of Employment In Months	Title of Your Position	Monthly Compensation	Name, Address and Business of Employer
TOTAL MONTHS					

Complete and submit to: VOCATIONAL EDUCATION DIVISION
MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION
P. O. BOX 771, JACKSON, MISSISSIPPI 39205

I certify that the foregoing statements are, to the best of my knowledge and belief, true and correct.

References: _____ Applicant

Name _____ Position _____ Address _____

Name _____ Position _____ Address _____

Name _____ Position _____ Address _____

NOT TO BE FILLED OUT BY APPLICANT BELOW THIS LINE

Teaching Position _____ Approved _____
Local Director or Supt. of Schools

Date _____

Approved _____
State Supervisor

License Number _____

BOE 3a

VERIFICATION OF BUSINESS AND/OR OFFICE EMPLOYMENT

One of the requirements for granting certificates to teach vocational business and office education is the verification of successful work experience in the field. As it is necessary to have an official record of this employment, please furnish the following information which is authorized as follows:

(To be completed by Applicant)

I, _____ _____
Full Name (Signature) Present Address

in making application for a certificate to teach _____
Name of Course

in _____ _____
Name of School Address of School

authorize my former employer, _____ _____
Name of Firm Address of Firm

to furnish the State Department of Education the following information:

(To be completed by Employer)

1. The above named person was employed by us from _____
Date

to _____ a period of _____.
Date Number of Months

This was full-time / part employment. If part time, please give total hours worked. _____

2. He was employed as a _____.
Job Classification

3. Is he considered a skilled, competent, and successful worker in his occupational field? _____

(If additional information is available, please use reverse side.)

Firm _____

Address _____

Signed by _____

Title _____

Date _____

Please return to the school named above.

(To be submitted with license application)

Form No. 1-1
Miss. Voc. Ed.
Revised July, 1971

PROPOSED BUDGET AND APPLICATION FOR AID IN
VOCATIONAL EDUCATION PROGRAMS
For Fiscal Year Beginning July 1, 19__ and Ending June 30, 19__
(Submit original and two copies to state office)

Dist. & School Code

FROM: _____
County Unit, Cons. Dist., Sep. Dist., Junior College, etc.

_____ _____
City *County*

_____
Attendance Center or School (if applicable)

Check Appropriate Space(s) to Indicate Service

__ Agriculture __ Distribution __ Occupational Orientation
__ Consumer and Homemaking __ Gainful Home Economics __ Office
__ Cooperative __ Guidance __ Technical
__ Health __ Trades and Industry

TO: VOCATIONAL EDUCATION DIVISION, STATE DEPARTMENT OF EDUCATION, P. O. BOX 771, JACKSON, MISSISSIPPI 39205
We hereby submit budget and application for state and federal aid for Vocational Education as indicated below.

Name of Employee _____ Position (Teacher, Director, Guidance, etc.) _____ Employee's Social Security Number _____ Time Employed (inclusive dates) _____

Mississippi Vocational Licensee No._____ No. of Years Vocational Teaching Experience_____ Total Years of Teaching Experience_____ Type Certificate_____

Occupational Objectives: _____ _____

Level of Programs: Secondary___ Post Secondary___ GROSS SALARY FOR TIME EMPLOYED $_____ PERCENT OF TIME DEVOTED TO VOCATIONAL INSTRUCTION_____

Programs Taught	Percent of Time Prorated	Instructional Travel	Instructional Supplies and Teaching Aids Prorated	Reimbursement Approved (For State Office Use Only)		
				Basis for Computing Salary Reimbursement	Salary	Travel
E Regular		$	$		$	$
H Handicapped						
D Disadvantaged						
C Cooperative						
CH Consumer & Homemaking						
O Occupational Orientation						
TOTAL	X X X					

I certify that the foregoing statement and budget for this Vocational Education program is true and correct to the best of my knowledge and belief, and that adequate funds have been budgeted and will be utilized to maintain instructional equipment and to provide instructional supplies as needed for successful operation of this program. I hereby pledge full cooperation with the State Vocational Board in maintaining these vocational classes so as to comply with policies and other requirements for state and federal aid as provided by law. I, therefore, request the maximum reimbursement for which I qualify.

Respectfully submitted,

Signed: _____
Superintendent, President or Authorized Representative

Date: _____

MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION

Approved By:

_____ State Supvr. Voc. Ed., Date_____

_____ Asst. Dir. Voc. Ed., Date_____

_____ State Dir. Voc. Ed., Date_____

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Form:
BOE 4

Submit one copy to
State office

SURVEY
FOR
VOCATIONAL OFFICE EDUCATION PROGRAM

1. Upon explanation to juniors, how many expressed an interest in this program for the next school year? _____

2. Do you have a person who possesses the educational requirements for certification? Yes _____ No _____

   Name _____

3. If the answer to Number 2 is "no," do you wish the State Department of Education to refer to you names of potential teachers? Yes _____ No _____

4. Will a classroom of adequate size be available throughout the entire day for use of the teacher? Yes _____ No _____

5. Will equipment, as specified in the plan for implementing the cooperative vocational office training program, be provided for the vocational office education classroom? Yes _____ No _____

6. Will adequate funds be provided to allow the vocational office education teacher to attend at least one out-of-county professional meeting called by the State Department of Education? Yes _____ No _____

7. Please indicate the type of program you prefer to offer:

   _____ Clerical

   _____ Secretarial

8. After conferences with interested students, will your program meet the enrollment requirements of a minimum of 10 students in each program? _____

9. Will each of the students enrolled in vocational office education have earned the required two business education units prior to the senior year? Yes _____ No _____

10. According to community reports and surveys, will there be positions available to students upon graduation from high school? (Attach any supporting information to this form.) Yes _____ No _____

11. Will the instructor have responsibilities in addition to teaching in the vocational office education program? Yes _____ No _____

    If so, what will they be? _____

    _____

School _____

City _____ County _____

Signature of Principal _____ Date _____

V. The Advisory Committee

An Advisory Committee should be appointed by the coordinator and the school administrators to help guide and evaluate the Vocational Office Training Program. This committee should consist of at least seven persons: two employers, two employees, a representative of the public, the high school principal, and the coordinator.

It is suggested that this committee meet at least twice a year. The coordinator should provide an agenda for each meeting in order to conserve time and to inform the committee of the needs of the program. With this information, the committee will advise the coordinator throughout the year on the operation of the entire program.

The Advisory Committee, as the name implies, serves in an advisory capacity to the school on matters of general nature not necessarily applicable to each craft or occupation. For cooperative programs, the committee should perform the following functions:

1. Advise as to general training policies.
2. Advise as to fitness of training stations.
3. Pass upon wage scales.
4. Make recommendations concerning approval of training plans.
5. Make recommendations concerning canceling or transferring training plans when necessary.
6. Assist in conducting community surveys.
7. Assist in promoting and publicizing the program.
8. Assist in evaluating the program.

VI. Selection and Orientation of Students

A. Suggested Youth for High School VOT Program

1. Aspire, immediately upon graduation, to be bookkeepers, secretaries, stenographers, or clerical workers.
2. Are college-bound and
   a. Want background information and skills
      (1) For majoring in a school of business in order to become a professional accountant, office administrator, or executive secretary, or
      (2) For majoring in business education in order to become a business education teacher, or
      (3) For majoring in other departments of business, such as economics, finance, management, or marketing, or
   b. Want to work part time to defray expenses of school or college.

B. Qualifications of Enrollees

The student who wishes to enroll in the Cooperative Vocational Office Training Program should:

1. Possess a career interest in the office occupations field--either in clerical or secretarial work or in bookkeeping--with willingness and aptitude for studying the related skills.

2. Have school grades of average or above. The program can accommodate some enrollees who are below average for certain clerical training.

3. Be at least 16 years of age when he starts work at his training station. His parents must give their consent to cooperate in all phases of the program.

4. Be employable from the standpoint of having the fundamental communicative skills and personality traits (especially dependability) with adequate health and school achievement records for reasonable probability of success on the job assigned.

5. Have the potential to represent the school well in the business community.

6. Have energy, drive, and perseverance; have initiative, good judgement, and ability to get along with people; be neat and attractive in personal appearance.

C. Student Requirements

1. The cooperative student must spend a minimum of fifteen clock hours per week on the job, and not more than forty hours per week of instruction and work combined.

2. A cooperative student must be enrolled in a vocationally related subject taught by the coordinator, which combines both theory and practice.

3. Two units of credit may be given for the combined related subject and work experience of the cooperative student.

D. Suggested Curriculums

1. Secretarial Curriculum

   a. To enter the Cooperative Vocational Office Training Program, Typewriting I is a prerequisite. Shorthand I should be taken either the previous year or concurrently with Vocational Office Training.

   b. Additional courses, such as Shorthand II and Secretarial Training, would be helpful.

   c. Vocational Office Training and Vocational Office Training Work Experience may be given during the student's eleventh and/or twelfth year.

2. Clerical Curriculum

   a. To enter the Cooperative Vocational Office Training Program, Typewriting I is a prerequisite. Bookkeeping I should be taken in the previous year or concurrently with Vocational Office Training.

   b. The student should previously have had General Business or be enrolled in Business Mathematics during his eleventh or twelfth year.

   c. Vocational Office Training and Vocational Office Training Work Experience may be given during the student's eleventh and/or twelfth year.

VII. Forms to be used by Teachers, Employers, and Students

A. Student Application

The student who is interested in enrolling in the Vocational Office Training Program shall request an application from the Coordinator during the spring of his sophomore or junior year. A letter from the coordinator explaining the purposes and procedures of the program should be attached to the application and sent to the parents of the student. The application should be completed, signed by both parent and student, and returned to the coordinator. After the student is enrolled in the program, the coordinator shall plan to visit in the home of the student during the fall.

B. Rating Sheet for Teachers

After the student has submitted his completed application form to the coordinator, the coordinator should send a Rating Sheet for Cooperative Vocational Training Program Applicants to each teacher who has taught the student during the current year. The cooperating teachers should be encouraged to complete the form and return it to the coordinator before the spring semester of the school year terminates.

C. Student Agreement

As the student enters the Cooperative Vocational Office Training Program in the fall, he and his parents shall sign a student agreement (see Student Agreement Form). The student agreement is a "contract" between the student and the coordinator which explains the regulations of the program and the requirements of the student. In signing the "contract," the st student agrees to meet specific requirements established by the school, the coordinator, and the employer. Two copies of the student agreement must be signed by the student and the coordinator, with the approval of the parents. One copy should be filed in the coordinator's student folder; the other should be retained by the student.

D. Application for Certificate of Age

Before a student can be employed through the Cooperative Vocational Office Training Program, he must complete an Application for Federal Certificate of Age (see Form WH-14). With the application, he must attach a birth certificate or baptismal certificate which gives his full name; the month, day, and year of his birth; and parents' names, or a life insurance policy at least one year old. If the applicant is under 18 years of age, he must have the "Intention to Employ" portion of the application completed by his prospective employer. After the student has completed the application, he should return it to his coordinator who, in turn, will mail it to the U.S. Department of Labor, Wage and Hour and Public Contracts Division, Room 675 Milner Building, 210 South Lamar Street, Jackson, Mississippi 39201.

E. Application for Student-Learner Permit

For the employer covered by the Fair Labor Standards Act, the coordinator can secure a permit authorizing him to pay the student special minimum wages below the applicable statutory minimum wage under the Fair Labor Standards Act. With this permit, the employer is allowed to pay the student a special minimum starting rate of not less than 75 per cent of the applicable statutory minimum.

Most employees of the United States Government, or of any state or political subdivision of a state are excluded from coverage under the Fair Labor Standards Act.

To secure the permit for the employer, the coordinator and employer must complete an Application for a Certificate to Employ a Student-Learner (see Form WH-205). The application

must be made on official forms supplied by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor. Two copies of the completed application must be filed with the regional office of these Divisions at 1931 Ninth Avenue South, Birmingham, Alabama 35205. A copy must be retained in the employer's files, and additional copies may be made available to school officials and to the student.

After 30 days the temporary authority will become the certificate without further communication from the Divisions. This is effective only for properly completed applications, and it begins with the date of mailing of the two copies. The 30-day period may be extended or terminated.

The certificates are issued for a period of one school year unless a longer period is found to be justified. They may cover September 1 through graduation date or from June 1 to January 31 if summer employment is desired prior to entering the Vocational Office Training Program in the fall. No certificate entitles the employer to a special minimum wage rate beyond the date of graduation of the student. Upon expiration of this certificate, the student automatically is placed on the minimum wage. Certificates cannot be issued retroactively. Applications for a certificate should be filed 15-30 days before the student begins work, if possible. At the latest, the application must be post-marked the date employment begins in order to become effective on that date.

A recent change in federal child labor regulations regarding employment of youths enrolled in approved vocational programs allows a student to be employed up to 28 hours in any week. However, they may not work more than four hours in any one school day. This applies to minors who are at least 16 years of age and have a permit.

The authorization for 40 hours per week when school is not in session, on the face of the Student-Learner Certificate, does not include the summer vacation. The authorization is for periods during the school term when school is not in session for the entire week, such as Christmas or spring vacation. During such weeks, if the student works more than 40 hours a week, the additional hours would have to be paid for at not less than time and one-half the statutory minimum wage, rather than the certificate rate, as the special minimum rate is only for the hours specified. If, during a school week, the student works hours in excess of the number authorized in the certificate, such hours must be paid for at the statutory minimum wage, but overtime would have to be paid only for the hours above 40 spent in employment-training; the school hours are not considered "hours worked," for purposes of computing overtime.[1]

F. Memorandum of Training Plan

The purpose of the Memorandum of Training Plan (see Form 0-3) is to outline the agreement between the school and the employer concerning conditions of training to be provided a student while on the job. The employer and the coordinator should plan together an on-the-job training program for the student. This program will enable him to be rotated on the job until he has reached a proficiency level in every job operation which is listed. Each item in the Memorandum of Training should be thoroughly explained to the employer. The employer should understand that he is expected to help evaluate the student. An explanation regarding items listed on the student report card which the employer will complete should assist in understanding problems of the student. The coordinator should stress the fact that the student will be spending one or two periods of each school day studying material directly related to his job, and employer suggestions regarding weak areas of the student will be appreciated. The memorandum is due in the State Office not later than the end of the first school month.

---

[1]Sterling B. Williams, Regional Director, U.S. Department of Labor, Wage and Hour and Public Contracts Divisions, Birmingham, Alabama 35205.

G. Weekly Job Report

At the beginning of each week, the student shall complete and return to the coordinator a weekly job report of his on-the-job activities during the previous week. The report should include the student's name, his occupation, the name of his employer, his work experience on the job, his total hours of work for the week, and his total earnings for the week.

At the beginning of the year the coordinator should acquaint both the student and the employer with Form W4E. This form should be filled in so that no income tax will be withheld.

H. Rating Sheet for Employers

The coordinator should take a rating sheet to each employer every grading period. This will be used to rate the student.

If a student is rated low on any of the essential traits or qualities, the coordinator should have a conference with the student.

I. Training Program Report to Principal

This form can be duplicated by the teacher after all students have been placed. A copy should be presented to the principal and to other high school teachers as a means of good public relations. The coordinator should keep the principal informed throughout the year of any changes made in student employment.

J. Initial Enrollment

The initial enrollment, (Form 0-2A), must be mailed to the supervisor's office by the sixth week of operation.

K. Individual Follow-up Records

A year-by-year follow-up study must be done in October on graduates of the previous year. (See Voc. Ed. 0-1.) This follow-up should be conducted for each student for five consecutive years. A summary report must be sent to the State Office in October of each year. (See Voc. Ed. 0-1A.)

L. Travel Vouchers

The coordinator should submit a voucher for miles traveled at the end of each month. (See Standard Form 223C.) The local school pays the coordinator and submits forms for reimbursement periodically to the State Department. Standard Form 223a is used for reimbursement for approved conference expense.

M. Final Report

The Final Report of Vocational Programs for the preceding year (see Form No. 1-2B) is a summary report covering all classes that should be submitted to the State Supervisor as soon as the school year ends. Final report enrollment figures should reflect all persons who attended the class during the year.

VIII. Youth Organization Activities

All students in the Vocational Office Training Program are required to become members of the local Future Business Leaders of America Chapter (FBLA).

Information for starting a club at your school may be obtained from the State Coordinator of the Mississippi Chapter of FBLA:

Mr. Rufus Jones, Personnel Director
University of Mississippi
University, Mississippi 38677

Further information and material may be secured from:

Dr. O. J. Byrnside, Jr.
Executive Director, NBEA
NEA Center
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

_____HIGH SCHOOL

_____,MISSISSIPPI

Dear Parent:

Your (son or daughter) has expressed an interest in the Cooperative Vocational Office Training Program. This is a one-year course and carries two academic credits. A student enrolled may take two other subjects needed for graduation and thus earn a total of four credits or a normal schedule. If he meets the academic requirements, he may enroll in three other subjects and thus earn a total of five credits.

Mornings will be devoted to the study of regular high school subjects in addition to one hour of vocational training emphasizing the preparation of the student for various jobs. The student will be employed each afternoon in his chosen occupation in a place of business in the city. In addition to receiving practical work experience, he is paid for the work done on the job.

This plan enables your child to prepare for full-time employment and at the same time satisfy graduation requirements. Since both clerical and secretarial areas will be offered this next school year, your child may select either area.

As coordinator, I will correlate the on-the-job experience with the related class activity so that the student may be helped to perfect the skills and attitudes necessary for job success. A visit to the place of employment at least once each grading period will aid me in evaluating your child's progress.

If you need further information about this program, you may contact me at the high school after _____p.m.

Yours very sincerely,

_____

Coordinator

(ATTACH RECENT PHOTO
2 1/2" x 3 1/2")

HEALTH INFORMATION
(To be supplied by Parent or Guardian)

Is this pupil in good PHYSICAL HEALTH?_____. If not, explain_____

_____

Is this pupil in good EMOTIONAL HEALTH?_____. If not, explain_____

_____

_____

(For Coordinators Use Only)

Counselor_____

Name_____ No. of Credits_____ Grade_____

Absences_____ Tardies_____ Other Subjects_____

Subjects (19__-19__)	Grades	Test Scores
1._____	_____	IQ_____
2._____	_____	Achievement_____
3._____	_____	Aptitude_____
4._____	_____	Interest_____
5._____	_____	
6._____	_____	Educational Background of Parents
		Mother_____
		Father_____

Applications:

Place	Date	Place	Date
1._____	_____	3._____	_____
2._____	_____	4._____	_____

Placement (s):

1._____ Terminated_____ Why_____

2._____ Terminated_____ Why_____

COOPERATIVE VOCATIONAL TRAINING PROGRAM
APPLICATION

(Please Typewrite) Date_____19_____

Name_____Address_____Grade_____

Age____Height____Weight_____Social Security No._____Telephone No._____

Date of Birth_____Plans after High School_____

Father's Name_____Address_____

Father's Occupation_____Employed by_____

Mother's Name_____Address_____

Mother's Occupation_____Employed by_____

Father's Business Telephone_____Mother's Business Telephone_____

Number of Brothers: Older__Younger__; Number of Sisters: Older__Younger_____

Occupational training choice (s) _____Church Preference_____

Former Work Experiences:

Employed by	Type of Work	Dates Worked

Typewriting Speed____Wpm; Shorthand Speed____: List other business courses you have had_____

I supplied the above information after careful consideration and therefore certify that it is true. If this application is accepted and I am placed in a training agency, I pledge myself to be present and alert at all times, both on the job and in the classroom, taking advantage of every opportunity that will bring about greater efficiency in the classroom and increased job skills. I fully understand that if I am accepted in the program, I must participate in ALL class and club activities. If I am placed on a job, I must remain on that job until properly released by both my employer and coordinator.

Date available for work_____Signed_____

It is my consent and desire for the above-named pupil to participate in this program.

Signed_____
Parent or Guardian

RATING SHEET FOR
COOPERATIVE VOCATIONAL TRAINING PROGRAM APPLICANTS

_____ HIGH SCHOOL

Teacher_____Subject(s)_____Room_____

Student:

Please rate the student named above by placing a check mark in the appropriate column to indicate degrees from a high of 5 to a low of 1.

	5	4	3	2	1
DEPENDABILITY: Prompt, sincere, consistent, truthful, able to work without supervision, able to follow instructions					
CULTURAL REFINEMENT: Courteous, considerate, respectful, mannerly, appreciative					
LEADERSHIP: Aggressive, forceful, imaginative, resourceful, able to inspire other students to act, able to use good judgment					
INDUSTRIOUSNESS: Persistent, has good work habits, makes wise use of her time					
MENTAL ALERTNESS: Attentive, interested, observant, eager to learn					
THOROUGHNESS: Accurate, careful, competent, productive					
PERSONAL APPEARANCE AND GROOMING: Clean, inoffensive, neat, orderly poised					
ABILITY TO GET ALONG WITH OTHERS: Adaptable, friendly, tactful, cooperative, willing to be counseled, has a sense of humor					
SOCIAL HABITS: Attitude, self-control, honesty					
EMPLOYABILITY: Can this student favorably represent the school on the job? If you were an employer, would you want this student working for you?					

Typewriting Speed: 5-minutes, GWAM - Errors_____
Shorthand Speed: 3-minutes, 95% Accuracy_____; Transcription_____

Comments_____

_____ HIGH SCHOOL

_____, MISSISSIPPI

COOPERATIVE VOCATIONAL OFFICE TRAINING PROGRAM

STUDENT AGREEMENT

You have asked to be enrolled in the Cooperative Vocational Office Training Program. In order that there may be no misunderstanding, you must look over and agree to the following regulations. They apply to your work from Monday through Friday or Saturday as scheduled.

Probation Period

The probation period for each student will be three weeks starting with the first day of the program. If a student does not fit into the program, he will be transferred into general education during this three-week period.

The status of the course at time of dropping will be recorded on the transcript and permanent record as withdrawn passing or withdrawn failing, depending upon the grades that have been earned prior to the time of transfer. No credit will be given for less than one semester of part-time employment.

General

1. Your job must be a learning situation that will continue for at least a semester. Weekly reports and contacts with your employer will keep the school informed of your progress.
2. There shall be a written training agreement for each student covering the hours at work, salary schedule, units of work to be learned on the job and in school, and the probationary period in which the program may be terminated if the job and the student are not matched.
3. Students must be paid hourly or weekly monetary wages based upon the prevailing scale of wages paid beginners in the occupation in the community. A student-learner permit is secured in order that the employer may pay a minimum wage of 75 percent of the prevailing minimum wage during the training period. It ends on the date of the student's graduation. The training you receive is invaluable; the money, secondary.
4. Employment should conform to local, state, and federal laws governing employment of minors in business and industry.
5. You must be employed for a minimum of three hours a day. More than three hours per day is permissible. The three hours must be continuous. Your total hours in class and on the job must not exceed 40 hours in any week.

School

1. I agree to have a medical and dental checkup by a doctor of my choice before entering the program if deemed necessary by the coordinator.

2. I agree to obtain a Social Security card.

3. I agree to present my birth certificate as proof of age. (You must be 16 years of age or older.)

4. I agree to accept counseling and guidance from the coordinator cheerfully.

5. I agree that the coordinator is the recognized authority for making adjustments or changes in the job training.

6. I agree to perform related study assignments with earnestness and sincerity.

7. I agree to maintain a record of my income and expenditures.

8. On days I am absent from school, I may not go to work without the approval of the coordinator.

9. I agree to be on time and regular in attendance at school and on the job.

10. I agree to maintain at least a "C" average in my studies. A "C" average is recommended to start the program.

11. I agree to furnish a photograph on my application form.

12. I agree not to change jobs without the permission of the school.

13. I agree not to plan on a five-credit load unless I am considered by the coordinator an exceptional student.

14. I agree to become a member of the Future Business Leaders of America Club.

15. I agree to be responsible for my transportation to and from my job.

Job

1. I agree to wear the proper dress and be well groomed for the type of employment in which I am engaged.

2. I agree to work and perform all my duties in a creditable manner.

3. I agree to represent my school well in the eyes of the community and my employer.

4. I agree to notify my employer and my coordinator at the time designated in case of anticipated absence. I understand that failure to do this will be considered an unexcused absence resulting in a reduction of three points from my six-weeks' average.

Signatures

(Student)	(Parent or Guardian)
(Coordinator)	(Date)

BEST COPY AVAILABLE

U. S. DEPARTMENT OF LABOR
Wage and Hour and Public Contracts Divisions

Form Approved
Budget Bureau No. 44 R335.8

APPLICATION FOR FEDERAL CERTIFICATE OF AGE

IMPORTANT: Complete this form carefully. Print or write plainly. See instructions on other side.

1 Name (First, middle, last)	2. Age	3. Sex
4 Address (Number, street, P. O. box) (City or town, county, state, zip code)		
5 Place of birth (City, county, state)	6. Date of birth (Month, day, year)	
7 Father's full name	8. Mother's full name (before marriage)	
9 Have you ever before applied for an age certificate? ☐ Yes ☐ No	10. Are you applying for an age certificate to work in agriculture? ☐ Yes ☐ No	
11 Type of proof of age attached to this application (see Instructions - reverse side) ☐ Birth certificate ☐ Other (specify):		
12 If for any reason, other than marriage, your last name as shown on this application is not the same as that shown on the documentary proof of date of birth attached to this application, please indicate when your name was changed and where this change is recorded (i.e. court records, school records, etc.)		
13. Signature of minor submitting application		

If you are under 18 years of age and are to be employed in industry or if you are under 16 years of age and are to be employed in agriculture, the following portion of the form must be completed by your employer.

INTENTION TO EMPLOY

The undersigned intends to employ the above named minor immediately upon receipt of a certificate showing that he is above the oppressive child-labor age for the occupation specified below, as defined by the Fair Labor Standards Act of 1938, as amended, and subsequent regulations:

14. Specific occupation	15. Industry
16. Name of employer	
17. Business address of employer	
18. Daily and weekly hours minor is to be employed	19. Is this employment subject to the Walsh-Healey Public Contracts Act? ☐ Yes ☐ No
20. Signature of employer or authorized representative	21. Date

Form WH-14 (Rev. 1/67)

BEST COPY AVAILABLE

INSTRUCTIONS

A FEDERAL CERTIFICATE OF AGE CANNOT BE ISSUED WITHOUT APPROPRIATE DOCUMENTARY PROOF OF AGE. THE PROOF OF AGE THAT YOU SUBMIT WILL BE RETURNED TO YOU.

1. Attach your birth certificate to this form.

   If you do not have a birth certificate you may:

   a. Obtain one from the Bureau of Vital Statistics in the State where you were born,

   b. Or (if unable to obtain a birth certificate) attach a copy of an official document which shows your full name, date (month/day/year) and place of birth, and parents' names, such as,

   — A baptismal certificate

   — A life insurance policy at least one year old

   — A passport

2. Return the completed form with the documentary proof of age to the address shown at the top of this form.

If the information that you give is complete, the documentary proof of your age is satisfactory, and the job you are to do is permissible for a person of your age, the certificate will be mailed to your employer and you will receive a notice that it has been issued. If you are 18 years or over the certificate will be given to you if you apply in person or will be mailed to you unless the employer requests otherwise. If you are 16 years of age and to be employed in agriculture, the certificate will be mailed to you.

BEST COPY AVAILABLE

Form Approved:
Budget Bureau No. 44-R0308

U.S. DEPARTMENT OF LABOR
Workplace Standards Administration
Wage and Hour Division

1931 Ninth Avenue South
Birmingham, Alabama 35205

WAGE-HOUR USE ONLY
A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of this application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Division. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. ***PRINT OR TYPE ALL ANSWERS.***

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B. DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:
5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	17. TITLE OF STUDENT-LEARNER OCCUPATION:
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT
7. PROPOSED GRADUATION DATE *(Month, day, year)*	19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION
8. NUMBER OF WEEKS IN SCHOOL YEAR	20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 10/70)

BEST COPY AVAILABLE

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at sub-minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) *Signature of Student* *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 992-837

Voc. Ed.
Sept., 1969

MEMORANDUM OF COOPERATIVE TRAINING PLAN

(One copy due in State Office not later than end of first school month)

Check one: /_/ Agriculture /_/ Distribution /_/ Gainful Home Ec. /_/ Office

/_/ Health /_/ T & I /_/ Technical

This memorandum is for the purpose of outlining the agreement between the school and the employer on the conditions of training to be given a student while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

The _____ will permit _____
(Training Agency) *(Student)*

Sex: Male___ Female___ Age___ Grade___ to enter their establishment for the purpose of

gaining knowledge and experience as _____ _____
(Occupation) *(OE Code No.)*

(It is understood that the occupation in which training is herewith being offered is one in which provisions of the wage and hour law *is* or *is not* applicable.)

1. This course of training is designed to run for _____ school year(s) with a minimum of FIFTEEN hours per school week required for the work experience and at least _____ period(s) in each school day required for the supervised and directed study of related subjects.

2. The outlines of the processes to be learned on the job and of related subjects to be taught in the school is presented on the back of this form and constitutes the major portion of the training program of this student.

3. While in the process of gaining occupational experience, the student will not be permitted to remain in any one operation, job, or phase of the occupation beyond the period of the time that is necessary for him to become proficient in that occupation.

4. The student while in the process of training will have the status of a noncompetitive worker neither displacing a regular worker now employed nor substituting for a worker needed by the training agency.

5. The compensation for this student shall be $_____ per hour.

6. All transfers, withdrawals, or dismissals shall be made jointly by the teacher or coordinator and the employer.

_____ _____
School *Employer*

_____ By: _____
Teacher or Coordinator

_____ Date _____
School Supt. or Principal

Distribution: One copy to each employer, school superintendent or principal, teacher or coordinator, and state supervisor

BEST COPY AVAILABLE

This section should be filled in by the teacher or coordinator in conference with the employer of the student.

Outline of Job Processes	Outline of Related Subjects

Name of Student

I certify that satisfactory completion of the above program of training will justify granting ____ unit(s) of credit by this high school.

Superintendent or Principal

SAMPLE

(For back of Memorandum of Training Plan)

This section should be filled in by the coordinator in conference with the employer of the student.

OUTLINE OF JOB PROCESSES	OUTLINE OF RELATED SUBJECTS
I. Receptionist A. Greeting callers B. Answering telephone C. Answering mobile radio II. Filing A. Checking cards B. Pulling files III. Bookkeeping A. Posting charges B. Collecting and writing receipts IV. Typewriting A. Bills B. Letters	I. Orientation II. How to Dress III. Employer-Employee Relations IV. Receptionist A. How to greet callers B. How to answer the telephone C. How to take messages V. Filing A. Alphabetic principles B. How to file C. How to find material VI. Typewriting A. Mechanics B. Letter styles C. How to compose letters VII. Bookkeeping A. How to write receipts B. How to post checks

NAME OF TRAINEE SUSAN DOE

VOT WEEKLY WORK SHEET

Student	Occupation	Employer

Report for week ending_____19____

Work experience on Job	M	T	W	T	F	S	Total
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Total Hours for Week

Days	Time In	Time Out	Total Daily
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Date_____

_____Hours @_____

Total Earnings $____

Deductions ____

Net Pay $____

_____ HIGH SCHOOL
VOCATIONAL OFFICE TRAINING PROGRAM
TRAINEE RATING SHEET

Student _____ Employer _____

Please evaluate the following qualities of the student as shown on the job by placing in the blank provided: 1 for Inferior, 2 for Poor, 3 for Average, 4 for Good, 5 for Superior.

Date of rating: _____					
PERSONALITY TRAITS					
Cooperation and teamwork					
Attendance and promptness					
Grooming and appearance					
Trustworthiness and dependability					
Alertness					
Courtesy and tact					
Discretion (as to talkativeness)					
Favorable attitude toward work					
Persistence					
Self-Control					
ABILITY TO LEARN					
Following instructions					
Willingness to learn					
Initiative					
Organization of work					
QUALITY AND QUANTITY OF WORK					
Accuracy					
Neatness					
Thoroughness					
Productivity					
Time-consciousness					
Pride in work					

SKILLS--Please check any of the skills in which the student needs to improve for successful performance on the job.

Handwriting					
Spelling					
Filing					
Typewriting accuracy					
Typewriting speed					
Duplicating					
Arithmetic					
Using the telephone					
Keeping records					
Adding or calculating machine					
Correct grammar in speaking					
Correct grammar in writing					

GENERAL COMMENTS, IF ANY _____

SAMPLE TRAINING PROGRAM REPORT TO PRINCIPAL

INFORMATION SHEET ON COOPERATIVE VOCATIONAL OFFICE TRAINING PROGRAM

(Name of Coordinator)

CHECK OUT	ON JOB	TRAINEE	TRAINING STATION	SUPERVISOR	TELEPHONE
1:15	MWTH 1:30-4:30	Alford, June	Wallace Norman Insurance Box 208	Wallace Norman	456-3338
12:45	MTWThF 1:00-5:00	Barnett, Wanda	M-I Cotton Felt Co. Box 408	Mrs. Peggy West	456-3053
1:05	MTWF 1:15-5:00	Callahan, Ella	Dr. Herman Smith 104 W. Washington St.	Dr. Herman Smith	456-3042
12:00	MTWF 12:30-4:00	Criddle, Diane	The Bank of Houston	G. C. Turner, Jr.	456-2534
12:45	MTWF 1:00-5:00	Griggs, Yvonne	Tax Assessor's Office	Clyde Berry	456-3327
1:50	MTWThF 1:00-5:00	Hermon, Sandra	Jackson Mfg. Co.	Roland Oswalt	456-3056
12:00	MTWThF 1:00-4:00	Hollingsworth, Lynn	Houston High School 123 Starkville Street	Mrs. Grace Foster	
12:00	MTWF 12:30-4:00	Johns, Jo Ann	Houston State Bank Box 271	Bobby Pearson	456-2555
12:00	MTWF 1:00-5:00	Langley, Rebecca	Gulf States Ceramic Tile Box 472	Harold Frazier	456-3751
12:00	MTWThF 1:00-5:00	Naron, Margaret	Circuit Clerk's Office	Hal Allen	456-2331
12:45	MTWF 1:00-5:00	Reese, Wanda	Sears Roebuck & Co.	John Smith	456-4311

Form No. O-2A
Voc. Ed.
July, 1971

INITIAL ENROLLMENT IN VOCATIONAL EDUCATION
(Read instructions on reverse side before completing this form)
(Submit Original)

Prepare one form for each vocational service.
Check appropriate box to indicate service reporting.

01 ☐ Agriculture 09 ☐ Home Economics ☐ Trades & Industr.
04 ☐ Distribution 14 ☐ Office
07 ☐ Health 16 ☐ Technical ☐ Other _____ Specify: Occup. Orient., Coop., Remedial, etc.

School: _____ County: _____

Address: _____ Secondary _____ Post Secondary _____

Signed by: _____ For Fiscal Year Ending June 30, 19____

Program			Total		Student Classification			Secondary					Post Secondary		Cooperative	
1		2	3	4	5	6	7	8	9				10		11	12
									Grades 9-12							
OE Code	Title	Type Program	Males	Females	Regular	Disadvantaged	Handicapped	Grades 7-8	9th	10th	11th	12th	1st year	2nd year	Part B	Part C
	GRAND TOTAL (Unduplicated)															

INSTRUCTIONS FOR FORM 0-2A
INITIAL ENROLLMENT IN VOCATIONAL EDUCATION

The purpose of this form is to record all secondary and post secondary persons enrolled in vocational education as of October 1. This report is due in the state office, P. O. Box 771, Jackson, Mississippi 39205, by October 15.

This form calls for the enrollment to be reported by males and females; regular, disadvantaged, and handicapped; secondary and post secondary; and cooperative.

Column 1 - show the OE code number and title of each program. The OE code number for occupational orientation is 99.0100 and remedial 99.0300.

Column 2 - indicate with R for regular, D for disadvantaged, or H for handicapped, the type of program.

Columns 3 and 4 - classify students as males or females.

Columns 5, 6, and 7 - classify students as regular, disadvantaged, or handicapped.

Columns 8 and 9 - classify secondary students as to grade.

Column 10 - classify post secondary students as 1st year or 2nd year.

Columns 11 and 12 - classify cooperative programs as Part B or Part G. Cooperative programs must be broken down by OE code number for each occupation that is included in the instructional program.

Form No. 0-1
Voc. Ed.
June, 1966

INDIVIDUAL FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS

For Local School Use Only
(To be filled out and kept up to date on each student who graduated or satisfactorily completed a prescribed program or left prior to normal completion time with marketable skills)

Name of Student_____

School_____ Code No._____

Years of Vocational Training Completed in Secondary School
Check One: One____, Two____, Three____, Four____, Five____

Months of Post-Secondary School Completed_____

Check One: Trade & Industry____; Technical____; Agriculture: Production____, Services____, Processing____; Distributive____; Home Economics (Wage earning occupations only)____; Health Occupations____; Business & Office Occupations____; Combination Program____

Specific Program_____
(Example - Auto Mech., Agricultural Mech., Retailer, Nursery School Aide, Practical Nurse, Secretary, etc.)

Account For This Person In Only One Of The Columns Below Each Year As Of October 1

Year	Not Available For Employment			Employed or Available For Employment					Status Unknown	Left Prior to Normal Completion Time With Marketable Skills*
				Employed Full Time			Employed Part Time	Unemployed		
	In Armed Forces	In School	Other Reasons	In Occupation For Which Trained	In Field Related to Training	In Field Not Related to Training				

Additional information about this student_____

* Report a person in this column only when he left the occupational program prior to normal completion time with marketable skills and is employed in a job related to the occupational program. This person is accounted for only one year.

(over)

Form No. 0-1 Cont.

Pertinent Information to be Kept on This Trainee
After Completing Vocational Training*

Year	Where Employed	Current Mailing Address	Civic Leadership Activities

* Give this information as of October 1 each year after student satisfactorily completes training.

Form No. O-1a
Voc. Ed.
Revised Jan., 1970

FOLLOW-UP OF ENROLLEES IN PREPARATORY VOCATIONAL EDUCATION PROGRAMS
(LOCAL SCHOOL SUMMARY)

Prepare one form for each level
(check appropriate box)

☐ Secondary
☐ Post Secondary
☐ Adult Preparatory

School: _____

Address: _____

Signed By: _____

Date Prepared	Fiscal Yr. End. June 30, 19___

OE Code	Occupational Classification	Type Student 1/	Number Completed Program Requirements	Left Prior to Normal Completion Time With Marketable Skills	Status Unknown	Number Not Available For Placement				Number Available For Placement				
						Entered Armed Forces	Continued Full-Time Study		Other Reasons Not In Labor Force	Number Employed And/Or Available	Employed Full Time In Field Trained Or Related	Employed Full Time In Other Field	Employed Part Time	Unemployed
							Voc. Tech. Post Secondary	Other Post Secondary						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Total													

1/ On separate line use: H - Handicapped; D - Disadvantaged; R - Regular

Note: This report is due in the state office not later than November 1. Please read instructions on reverse side before filling out this form.

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INSTRUCTIONS

FORM NUMBER O-1a

This report is due November 1, and should show the occupational status of former students as of the week ending nearest to October 15 of the current calendar year. This form is concerned with a follow-up of all former students who prepared for employment in a secondary, post secondary, or adult instructional program during the fiscal year just ended. Make a separate report for each level of instruction (secondary, post secondary, adult).

Column 1 - OE Code - Self-explanatory.

Column 2 - Occupational Classification - Self-explanatory.

Column 3 - Type Student - Classify the type of student in each occupational classification as to regular - R, disadvantaged - D, or handicapped - H. Use a separate line for each type of student.

Column 4 - Number Completed Program Requirements - Report the number of students who successfully completed the required sequence of vocational instruction in their program of study, and graduated. Also include students who completed vocational program requirements and left school at the end of the year, without graduating. Do not report a student who remains in school after completing program requirements until the year he graduates or leaves school. The number of completions reported in column 4 should be the exact number reported on the end of the year enrollment, Form Number O-2.

Column 5 - Left Prior To Normal Completion Time With Marketable Skills - Report the number of students who left the program prior to normal completion time with marketable skills and are employed full time. Report this number again in column 12.

Column 6 - Status Unknown - Report the number of students who could not be located.

Column 7 - Entered Armed Forces - Indicate the number of students reported in column 4 who entered the armed forces.

Column 8 - Vocational Technical Post Secondary - Report the number of students who continued vocational technical preparation for employment on a full-time basis in public and private institutions, including junior colleges.

Column 9 - Other Post Secondary - Report the number of students who continued their education on a full-time basis. Do not include students reported in column 8.

Column 10 - Other Reasons Not In Labor Force - Report the number of students not in the labor force due to death, illness, or choice. Do not include students reported in column 6.

Column 11 - Number Employed And/Or Available - Subtract the totals of columns 6, 7, 8, 9, and 10 from the totals of columns 4 and 5. This number is the sum of columns 12, 13, 14, and 15.

Column 12 - Employed Full Time In Field Trained Or Related - Report the number of students who entered full-time employment in the field trained or in a field in which successful entry and performance are dependent on skills and/or competencies acquired in their vocational instructional program. Full-time employment means working the number of hours per week considered a normal work week in a particular occupational field.

Column 13 - Employed Full Time In Other Field - Report the number of students who entered full-time employment but not in the field trained or a related field.

Column 14 - Employed Part Time - Report the number of students who are employed less than the normal work week for the occupational field in which they are employed.

Column 15 - Unemployed - Report the number of students who are not working and are seeking employment.

Standard Form No. 223C
Form prescribed by
State Auditor
July, 1956
For 12 mos. voc
teachers
H. B. 942, Regular Session 1956

Voucher For Reimbursement of Expenses Incident To Official Travel

STATE BOARD OF EDUCATION
VOCATIONAL EDUCATION DIVISION

Vou. No.________

File________

RECORD OF PAYMENT

Date________

Req. No.________

Check No.________

Fund________

____
Official Duty

County________

School________

Month________

To________
(Name of Teacher)

Address________

MONTHLY STATEMENT OF OFFICIAL LOCAL TRAVEL

DATE	NO. STUDENTS VISITED	TOTAL MILES	DATE	NO. STUDENTS VISITED	TOTAL MILES	DATE	NO. STUDENTS VISITED	TOTAL MILES
							TOTALS	

Total Number of Hours Given to Instruction and Supervision of Young and Adult Students________

PENALTY FOR PRESENTING FRAUDULENT CLAIM.—Fine of not more than $250.00; civilly liable for full amount received illegally; and in addition, removal from the office or position held by the person presenting such claim. (See Section 10 of H. B. No. 223, Miss. Laws of 1950.)

Subject to any differences determined by verification, I certify that the amount claimed by me for travel expenses for the period indicated above is true and just in all respects, and that payment for any part thereof has not been received.

Approved for payment:

____
County or Separate School Supt.

Payee________
(Signature of Vocational Teacher)

Verified by________
School Superintendent

AMOUNT CLAIMED (To be Filled in by Teacher) FOR	Dollars	Cents	AMOUNT DUE (As Per Office Verification) FOR	Dollars	Cents
Travel					

(DISTRIBUTION: White copy to Administrative Superintendent, pink copy to State Vocational Board, Green copy to Local School Supt., and yellow copy for Vocational Teacher)

Standard Form No. 223 a
Form prescribed by
State Auditor
April, 1960

Attach Vouchers Here

Voucher For Reimbursement Of Expenses Incident To Official Travel

Vou. No._____

File_____

STATE OF MISSISSIPPI,

STATE BOARD OF EDUCATION
VOCATIONAL EDUCATION DIVISION Dr.
(Department or Institution)

To_____

Address_____

_____ _____
(Official Duty)

RECORD OF PAYMENT
Date_____
Req. No._____
Check No._____
Fund_____

For mileage for privately owned motor vehicle used by me for transportation, and/or lieu allowance, and for reimbursement for subsistence (meals and lodging) and other expenses paid by me in the discharge of official duty from_____19____, to_____19____, as per itemized statement within.

AMOUNT CLAIMED			AMOUNT DUE (AS PER OFFICE VERIFICATION)		
FOR	DOLLARS	CENTS	FOR	DOLLARS	CENTS
SUBSISTENCE					
TRAVEL					
OTHER					
TOTAL			AMOUNT VERIFIED: CORRECT FOR		

Subject to any differences determined by verification, I certify that the above amount claimed by me for travel expenses for the period indicated is true and just in all respects, and that payment for any part thereof has not been received.

Approved for payment: _____Payee

_____Title State Director Of Vocational Education Verified by_____

PENALTY FOR PRESENTING FRAUDULENT CLAIM.—Fine of not more than $250.00; civilly liable for full amount received illegally; and in addition, removal from the office or position held by the person presenting such claim. (See Section 10 of H. B. No. 223, Mississippi Laws of 1950.)

ACCOUNTING CLASSIFICATION (for completion by Administrative Office)

APPROPRIATION AND/OR COST ACCOUNT			OBJECTIVE OR PROJECT CLASSIFICATION		
SYMBOL OR TITLE	AMOUNT		SYMBOL OR TITLE	AMOUNT	

—1—

Standard Form No. 223a Cont.

STATEMENT OF SUBSTANCE AND OTHER TRAVEL EXPENSES

Incurred by________________ from________________ 19 ___, to________________ 19 ___

STATEMENT OF COSTS OF MEALS AND LODGING								OTHER AUTHORIZED EXPENSES	
DATE	DAY	MEALS			HOTEL ROOM	DAILY TOTAL	PLACE WHERE HOTEL EXPENSE INCURRED	ITEMS	AMOUNT
		BREAK-FAST	LUNCH	DINNER					
TOTALS								TOTALS	

STATEMENT OF TRAVEL BY PRIVATELY OWNED AUTOMOBILE

DATE OR DAY	POINTS OF TRAVEL			MILEAGE COMPUTATION		
	STARTING POINT	INTERMEDIATE POINTS	ENDING POINT	MILES TRAV-ELED	RATE PER MILE	AMOUNT
TOTAL MILEAGE COMPUTATIONS (AMOUNT TO BE CARRIED TO SUMMARY SHEET—PAGE 1)						

STATEMENT OF TRAVEL BY PUBLIC CARRIER

DATE	POINTS OF TRAVEL		MODE OF TRAVEL*	FARE PAID AMOUNT
	FROM___	TO___		
TOTAL AMOUNT (TO BE CARRIED TO SUMMARY SHEET, PAGE 1)				

*Show abbreviated name of public carrier and class of service used.

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Form No. 1-2B
Voc. Ed.
Revised July, 1971

FINAL REPORT AND REQUISITION
FOR STATE AND FEDERAL AID FOR
SPECIAL ADULT CLASSES IN VOCATIONAL EDUCATION

Class No._____

Secondary___ Post Secondary___

FROM:_____ District No._____ School No._____
Name of School

(check appropriate box)

_____
Address

/_/ Agriculture /_/ Home Economics /_/ Trades and Industry

_____
County

/_/ Distribution /_/ Office

/_/ Health /_/ Technical

CLASS: *(check one)* Supplementary___ Preparatory___ Apprenticeship___
(check one) Regular___ Disadvantaged___ Handicapped___

TO: VOCATIONAL EDUCATION DIVISION, STATE DEPARTMENT OF EDUCATION, P. O. BOX 771, JACKSON, MISSISSIPPI 39205

Name of Teacher	Social Security Number	Total Salary Paid	Voc. %	Total Voc. Cost	State Office Use Only			
					Federal	State	Reimb.	Local
Total	XXXX		XXXX					

Other Costs: (Paid by local school board) *(itemize)*

_____ $_____

_____ _____

_____ _____ Total $_____

This class in_____, OE Code_____, began_____, 19_____ and ended_____, 19___. It was comprised of_____class meetings of_____hours each for a total of_____hours instruction. Give the following information:

Race	Total Class Enrollment		Total Completed		Left Prior to Completion With Marketable Skills (For Preparatory Only)	
	M	F	M	F	M	F
Indian						
Negro						
Oriental						
Spanish						
White and Other						

I hereby certify that the above statement is correct, and that funds have been expended in accordance with state and federal regulations.

Date_____19___ Signed:_____
Superintendent, President or Authorized Representative

Note: This form is to be submitted in triplicate at the completion of each individual class.

SUGGESTED CONTENT OF THE COOPERATIVE VOCATIONAL OFFICE TRAINING CLASS

One of the most important tasks confronting the coordinator is organizing the class for the purpose of giving basic and specific instruction to students employed part-time in office occupations. Each student should be expected to:

1. Re-enforce specific knowledges, skills, and attitudes required in the performance of duties at his training station.
2. Receive formal instruction in those knowledges, skills, and attitudes required in the sucessful performance of all office jobs, sometimes referred to as related information.

The coordinator should plan the work of the Vocational Office Training Class in order to provide opportunity for individual assignments and conferences in addition to group activity. Plans should include:

1. Variety in Methods
   a. Assign individual projects as classwork.
   b. Assign several specific reports to be given orally or to be typewritten (each six weeks or each quarter) related to the student's particular job.
   c. Plan for class discussion of topics common to all office work.
2. Classroom Instruction

   The specific course of instruction for each student-learner should be embodied in the step-by-step training plan developed for each individual learner. The units outlined in this handbook are representative of the ones most frequently needed in the Vocational Office Training Class.

SUGGESTED COURSE CONTENT–VOT*

I. Orientation to Office Work
   A. Purposes and Operational Procedures of Cooperative Vocational Office Training
   B. Occupational Information, Occupational Trends and Promotional Avenues
   C. Office Organization and Management
   D. The Personal Data Sheet and the Application
   E. The Interview
   F. Your Career and You

II. The Secretary's Personal Traits
   A. Personal Appearance
   B. Relationship with Others
   C. Efficiency on the Job

*See "Books and Supplementary Material Related to Units in Course Content (VOT)" pp. 124-133.

III. Dictation and Transcription

A. Shorthand Dictation

B. Shorthand Transcription

C. Machine Transcription

IV. Composition of Business Letters

A. Composing Techniques

B. Letters Ordinarily Written by Secretaries

V. The Mailable Letter

A. Placement

B. Letter Styles

C. Stationery and Supplies

VI. The Secretary's Typewriting Duties

A. Business Reports and Manuscripts

B. Financial Reports and Statements

C. Legal Papers, Minutes, and Resolutions

VII. The Secretary's Financial Duties

A. Petty Cash--Handwritten

B. The Checkbook and the Bank

C. Cash Payments

D. Income Tax Records

E. Payroll Procedures

VIII. The Telephone

A. Correct Telephone Techniques

B. Switchboard Operations

C. Intercommunication Systems

IX. The Receptionist

A. Callers and Appointments

B. Business Speech

X. Business Filing and Record Control

A. Records Management

B. Alphabetic Filing Rules

C. Filing Procedures

D. Charge, Transfer, Storage, and Microfilming

E. Numeric, Subject, and Geographic Filing

F. Special Files and Filing Systems

XI. Copying and Duplicating

A. Copy Processes

B. Stencil Duplicating

C. Fluid Duplicating

D. Offset and Other Reproduction Processes

XII. Travel and Shipping

A. The Itinerary

B. Travel Plans and Expenses

C. Shipping by Air and Other Means

XIII. Processing Data

A. Business Forms

B. Adding Machines and Calculators

C. Automation

XIV. Mail and Telegrams

A. Incoming

B. Outgoing Mail

C. Telegraph Service

INTENSIVE BUSINESS TRAINING

69/70

IMPLEMENTING THE INTENSIVE BUSINESS TRAINING PROGRAM

The Intensive Business Training (IBT) Program, often referred to as simulated office training, is relatively new in Mississippi. Therefore, the teacher-coordinator is limited only by his creativity and enthusiasm. This program uses the intensive block concept to provide problem-solving experiences typical of the business world and functions of the office.

The IBT program must meet three consecutive hours, and the student receives two credits. In special cases with prior approval from the State Supervisor of Business and Office Education a two-hour block of time may be implemented with the student receiving one and one-half credits. The IBT program may be either a one- or two-year program; however, prior approval from the State Supervisor must be obtained before a two-year curriculum is implemented. The maximum number of students per class in this program is 20; however, the recommended class enrollment is 15.

In IBT programs where several schools are involved, the coordinator should work closely with the business education departments in each of the attendance centers involved.

In many instances the IBT program and the Cooperative VOT program seek to accomplish similar objectives and goals. The IBT coordinator, therefore, should be thoroughly familiar with all sections of this handbook and apply all the principles suggested when possible.

I. Objectives

A. Equip trainee with employable office skills.

B. Create sincerity in the trainee and an interest in following the chosen occupation after graduation.

C. Develop self-direction in the performance of office duties.

D. Develop initiative and sense of responsibility for the quality and quantity of work performed.

E. Develop an understanding of the relationship between various positions and the flow of work.

F. Develop effective human relationships and efficient work habits.

G. Develop a desire to attain higher occupational skills and standards.

H. Develop a feeling of worth, self-confidence, and personal responsibility in the student.

I. Develop an ability to secure, maintain, and advance in employment.

II. The IBT Teacher-Coordinator

A. Qualifications of the coordinator

1. The coordinator must have earned six semester hours in (a) principles and/or philosophy of vocational education (b) and methods of teaching vocational business education.

2. Other qualifications are the same as those for the coordinator of the Cooperative VOT program. (See page 7.)

B. Duties of the teacher-coordinator

1. Conduct surveys to determine the kind, quantity, and functions of jobs available in the community.

2. Secure assistance of the business community in evaluating the breadth, depth, and achievement of the instructional program of the school.

3. Supervise and evaluate the student in class to insure that he receives the needed training for future jobs and has a well-planned schedule for class activities.

4. Promote good public relations.

5. Maintain an active file on each student in the program.

6. Be constantly alert for new job opportunities.

7. Encourage the business student to achieve a job competency.

8. Prepare, evaluate, and revise instructional materials needed to keep classroom instruction realistic and up-to-date.

9. Conduct follow-up studies on each preceding graduate in October. (Same form is used for both IBT and the Cooperative VOT programs.)

10. Consider some social function to which businessmen are invited.

11. Teach two sections of IBT to be classified 100% vocational. In some areas, where feasible, the coordinator may teach one section of IBT and one class of Cooperative VOT.

12. Teach one section of IBT and one regular business education subject to be classified 50% vocational.

III. Explanation of the IBT Program

A. Meaning of the IBT program

The IBT program uses the intensive block of time concept to provide problem-solving activities typical of the business office.

B. Functions of the IBT program

1. To bridge the gap between the school and the business community.

2. To build upon skills and business knowledge by providing the training necessary for employment in modern offices.

3. To provide the training necessary for employment in modern offices.

4. To help decrease the drop-out rate.

5. To assist the student in acquiring skills and learning techniques beyond the scope of regular business education classes.

6. To provide an office-like atmosphere for the student where the cooperative program is not feasible.

C. General requirements for organization

With the exception of the need for training stations, the requirements are the same in both the IBT and the Cooperative VOT programs. (See page 9.)

D. Advisory committee

(See page 33.)

E. Equipment

Basically the equipment is the same for both the IBT and the Cooperative VOT programs. A current equipment list may be obtained from the State Supervisor of Business and Office Education.

F. Selection and orientation of students

The high school Intensive Business Training program is suggested for youth who:

1. Aspire, immediately upon graduation, to be bookkeepers, secretaries, stenographers, or clerical workers.

2. Are college-bound and want background information and skills. (See pages 33-34.)

G. Student requirements

1. Must have completed one year of typewriting.

2. Should have taken or be taking bookkeeping, shorthand, and/or other business courses.

3. Should be junior or senior.

4. Should be enrolled in two or three other classes.

5. Should have average or above-average grades in business courses and English. The program can accommodate some below-average students in special circumstances.

H. Youth organization activities

(See this section on Cooperative VOT in handbook.)

I. Reports

With the exception of those that pertain to employer-employee or employer-school relationships, reports and forms in the IBT program are the same as in the Cooperative VOT program.

All reports for the IBT program should be sent to Mr. E. Conway McCracken, State Supervisor of Business and Office Education.

IV. Course Content - IBT

Each intensive business training laboratory will be different from others because of the difference in the learning levels, availability of resources, community job opportunities, and career objectives of the students. However, each coordinator should include these areas of instruction:

A. Office typing
1. Letters - style and placement
2. Addressing envelopes and typing small cards
3. Multiple copies
4. Rough drafts
5. Manuscripts
6. Tabulations
7. Legal papers
8. Forms typing

B. Filing
1. Alphabetic
2. Numeric
3. Geographic
4. Subject
5. Filing procedures
6. Records management

C. Transcription and related techniques

D. Office machines
   1. Calculating machines
   2. Duplicating and copying machines
      a. Spirit duplicator
      b. Mimeograph
      c. Thermo-Fax copier
      d. Offset
   3. Composing equipment
   4. Transcribing machines

E. Communications
   1. Composing business letters
   2. Telephone techniques and procedures
   3. Receptionist duties
   4. Oral communications
   5. Mail and related services

F. Grooming and personality development
   1. Appearance
   2. Attitude
   3. Character
   4. Getting along with others

G. Recordkeeping
   1. Petty cash
   2. Payrolls
   3. Writing checks and making deposits
   4. Verifying bills, invoices, statements
   5. Bank statement reconciliation

H. Data processing

I. Simulated office projects

J. Seeking employment
   1. Application blanks
   2. Application letter and data sheet
   3. Personal interview

V. Instructional Materials

Each coordinator should have an annual budget for instructional supplies so that he may purchase supplies and reference materials throughout the year as they are needed.

Since there is no basic textbook for this training program, the use of practice sets, various textbooks for references, tapes, belts, films and filmstrips, records, and field trips provides for variety in the instructional program. Because the financial status of various communities may differ, it may be feasible to have the trainee share in the cost of various instructional materials. Publishing companies are usually very cooperative in distributing complimentary desk copies of various textbooks, workbooks, teacher's guides, and practice sets for examination before purchasing additional copies of these materials. In addition, the Curriculum Coordinating Unit at Mississippi State University has some materials that may be borrowed.

VI. Evaluation

In evaluating the student's progress for each grading period, the coordinator should use a grading sheet listing personal traits in helping to determine a grade for each trainee. Since there is no employer to evaluate the performance of the student in the IBT program, emphasis should be placed on the development of personality traits and work habits. Therefore, these traits should count from 1/3 to 1/2 of the six-weeks' grade. A sample grading sheet is shown on the next page.

VII. Placement and Follow-up

Each coordinator in the IBT program should consider trying to place the student who has not graduated in a summer office job. Although the teacher-coordinator is not obligated to find a job for the student upon completion of the program, he should assist him whenever possible in obtaining employment.

For five consecutive years a follow-up study must be completed on each student who completes the IBT program. This study can prove invaluable to the teacher-coordinator in up-dating teaching materials, etc. The follow-up survey sheet is the same for both the IBT and the Cooperative VOT programs.

SAMPLE GRADING SHEET FOR PERSONALITY
TRAITS AND WORK HABITS

RATINGS	5	4	3	2	1
ATTENDANCE:					
A. Daily attendance					
B. Promptness					
PERSONAL TRAITS:					
A. Attitude					
B. Appearance					
C. Cleanliness					
D. Dependability					
E. Etiquette					
F. Health					
G. Neatness					
H. Tact					
WORK HABITS:					
A. Class participation					
B. Acceptance of responsibility					
C. Preparation					
D. Promptness					
E. Ability to follow instructions					
F. Organization of Supplies					
G. Adequate supplies					
H. Ability to work with others					
I. Initiative					
J. Self-control					

KEY TO RATINGS:

Excellent--5
Good-------4
Fair---3
Poor---2
Unsatisfactory--1

The points will be added to obtain the numeric score.

(Perfect Score would be 100)

FOLLOW-UP SURVEY OF VOCATIONAL OFFICE TRAINING STUDENTS

1. Name _____ Class of _____ Current Date _____

2. Age _____ 3. Are you married? Yes __ No __ 4. Number of children _____

5. List all gainful employment since graduation from high school.

Employer	Kind of Job	Length of Employment	Reason for Change

6. Check one or more of the following methods used in securing your first full-time position.

Friends	___	VOT Instructor	___
Family	___	Other School Personnel	___
Personal Application	___	Employment Agency	___
Advertisement	___	Other _____	

7. Indicate your personal estimate of the value of VOT training.
In Column I check all VOT units you consider very valuable.
In Column II check all VOT units you consider of little value.
(Please feel free to add additional items and check in appropriate column.)

	I	II	Comments
Business English	____	____	_____
Shorthand	____	____	_____
Typewriting	____	____	_____
Adding Machines	____	____	_____
Calculators	____	____	_____
Transcribing Machines	____	____	_____
Mimeograph Duplicating	____	____	_____
Spirit Duplicating	____	____	_____
Telephone Usage	____	____	_____
Filing	____	____	_____
Office Procedures	____	____	_____
Personality Development	____	____	_____
Job Application	____	____	_____
Other _____	____	____	_____

8. If you are now employed, check the following items:

A. Are you gainfully employed? Full-time___ Part-time ___

B. What is you present position? Stenographer ___ Clerk-typist ___
Bookkeeper ___ Secretary ___ Other _____

(continued)

C. Approximately what was your beginning weekly take-home pay? $35-40 ___ $41-45 ___ $46-50 ___ $51-55 ___ $56-60 ___ $61-65 ___ $66-70 ___
Have you received any salary increases? Yes ___ No ___

D. Name of present employer _____
What is the specific business of your employer? Insurance ___ Banking ___ Government ___ Sales ___ Telephone Co. ___ Factory ___ Other _____

E. If you use a typewriter, check type and name of manufacturer: Manual ___ Electric ___ Pica ___ Elite ___ Royal ___ Underwood ___ Smith-Corona ___ IBM ___ Remington ___ Other _____

F. If you perform duties for which you were not trained, please list at least three you consider important.

1. _____

2. _____

3. _____

G. What are your chances for promotion: Without additional training? Good__ Fair __ Poor __ With additional training? Good __ Fair __ Poor __

H. If you are enrolled in school, answer item F in the next section.

9. If you are unemployed, check the following items:

A. Are you seeking employment? Yes ___ No ___

B. Have you applied for an office position in the last three months? Yes __ No __

C. Why are you unemployed? Inadequate training __ Lack of jobs for which trained __ Health condition __ Marriage __ Continuing my education __ No interest in office work __ Other _____

D. If inadequate training is a reason for being unemployed, please explain why you feel this is so. _____

E. Check the type of position for which you are prepared. General Clerk __ Stenographer __ Typist __ Secretary __ Other _____

F. If you are continuing your education, check the type of school you are attending.
Junior College ____ University_____ Private Business School _____
Vocational-Technical School _____ Other _____
What is your major field of study? _____
What is your vocational goal? _____

10. Additional Comments: _____

_____

_____

You will recall that a part of the VOT Program is a follow-up of the students for five years. Thank you for your cooperation in filling in this form; please return it to me in the enclosed self-addressed envelope. Although this survey concludes my official duty in following your progress since graduation, be assured that I shall always share your successes in life with much interest and pride.

_____
(Signature of teacher)

THE POST SECONDARY PROGRAMS

79/80

POST SECONDARY
VOCATIONAL OFFICE TRAINING PROGRAM
SUGGESTIONS

The Vocational Office Training Program on the post-secondary level provides the student majoring in either the secretarial science, the clerical, or the business education curriculum the opportunity to receive realistic office training. This program may be a Cooperative or an Intensive Training Program.

The true success of the Vocational Office Training Program depends upon: (1) how well it meets the true needs of the business it serves, (2) how well the program has been coordinated with the other educational offerings in the school itself, and (3) how closely the college and local business are cooperating on a continuing basis. The junior colleges should develop their own vocational office training programs in keeping with these three success factors.

Most of the regulations which govern the secondary school program are also basic to the junior college program. The following are recommendations suggested specifically for the junior colleges.

The student who enters the Cooperative VOT Program must have had one year of typewriting. It is desirable for the student to have had one year of shorthand and one year of bookkeeping. The student should have declared in writing an occupational objective in office work. He should join and become an active member of a youth organization, such as Phi Beta Lambda. The program is available to any freshman and sophomore student.

The Cooperative VOT teacher-coordinator on the post-secondary level should be classified as a full-time coordinator if there are twenty or more students in the Cooperative VOT Program and should be reimbursed in accordance with the State Law. The coordinator should have one-half of each day free for counseling and visitations, and he should have a maximum of one-half the regular junior college teaching load. Six hours of this load should be devoted to instruction to the Cooperative VOT students.

A planned program of public relations should be incorporated as one of the duties of the teacher-coordinator. This will assure a continuous supply of opportunities for placement of his students.

The course content for the VOT class should include job orientation and instruction that will help the student on the job.

Any sample form provided in this handbook may be changed to fit the particular situation of each junior college.

POST-SECONDARY VOCATIONAL BUSINESS AND OFFICE TEACHERS*

I. Secretarial Training

A. Qualifications

1. The teacher shall have graduated from an undergraduate accredited college or university and be eligible for a secondary teacher's certificate with an endorsement in business education.

2. The teacher should have earned six semester hours in

(a) Principles and/or Philosophy of Vocational Education and

(b) Methods of Teaching Vocational Business Education Subjects.

3. The teacher should have a minimum of one year's experience in acceptable verified office occupations.

B. License issuance

1. A teacher who meets all the above qualifications and holds a bachelor's degree will be issued a license for a five-year duration.

2. A teacher who meets all the above qualifications and holds a master's degree or above will be issued a license for a 10-year duration.

3. A one-year duration license will be issued to a person who is deficient in vocational education subjects. This deficiency must be eliminated before the license can be renewed.

C. License renewal

1. Renewal of a five- or ten-year duration license will require six semester hours of professional education in subject area field.

II. Data Processing Degree Teachers

A. Qualifications

1. The teacher shall have graduated from an undergraduate accredited college or university and hold a bachelor's degree in mathematics, computer science, or related field.

2. The teacher should have earned six semester hours in

(a) Principles and/or Philosophy of Vocational Education and

(b) A methods course in vocational education (or equivalent).

3. The teacher should have a minimum of one year of work experience in acceptable verified data processing operation.

B. License issuance

1. A teacher who meets all the above qualifications and holds a bachelor's degree will be issued a license for a five-year duration.

*See also "General Information and Requirements for Obtaining a Vocational License," pp. 97-98.

2. A teacher who meets all the above qualifications and holds a master's degree or above will be issued a license for a 10-year duration.

3. A one-year duration license will be issued to a person who is deficient in vocational education subjects. This deficiency must be eliminated before the license can be renewed.

C. License renewal

1. Renewal of a five- or ten-year duration license will require six semester hours of professional education in subject area field.

1971-1972
POST-SECONDARY SALARY SCHEDULE
FOR 12-MONTH EMPLOYED VOCATIONAL TEACHERS

	Vocational Teaching Experience						
Qualification	0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years
Master's D. AA	$9,500	9,666.66	9,833.32	10,000	10,166.66	10,333.32	10,500
B.S. or Equivalent	9,000	9,166.66	9,333.32	9,500	9,666.66	9,833.32	10,000

ADULT EDUCATION

85/86

ADULT VOCATIONAL OFFICE TRAINING CLASSES

In most instances, the local high school is the only educational institution in the community. Since this is essentially true in the state of Mississippi, the high school has the responsibility of providing educational opportunities not only for the youth of the community but also for that portion of the adult population which desires and can profit from further training. The local high school is a community institution built with community funds; therefore, it should strive in every way possible to meet the needs of the community.

In those school systems where there is no local vocational director, the VOT coordinator is the person responsible for these classes.

The need for these classes can best be established by making a survey of the community. Job surveys are discussed in this handbook under the title, "Implementing the Cooperative VOT Program." A similar survey should be made to establish the need for adult VOT classes.

After the need for adult classes has been established and the school administration has given approval, the coordinator and his advisory committee should decide upon the specific classes which should be offered. If the releases are well written, no device is more effective for promoting adult classes than the local newspaper, radio, and television.

Actually, the coordinator's promotion of adult classes is limited only by his own initiative. He may speak before civic and labor management groups, parents, faculty, and staff. He may emphasize the value of the impending class or classes in his daily contacts with adult employees and employers located at student training stations.

The promotional campaign must actually motivate the potential student to such a degree that inertia is changed into motion. The adult student must be provided with an incentive before he will attend a class even though it has been designed to meet his needs. The incentive that draws one student to the class might cause another to stay away. Therefore, adult classes must be organized so that they meet the varied and diverse interests represented within the community.

During the process of organizing an adult class, a competent teacher must be hired.

The coordinator should check on attendance in the classes, the effectiveness of the teacher, the interest of the students, and the records which the instructor keeps. The coordinator must also see that the required reports are completed and forwarded to the Division of Vocational Education, Mississippi State Department of Education.[1]

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[1] A Handbook for Coordinators of Cooperative Education, Rev. ed. (Mississippi State University, State College, Mississippi: Mississippi State University Curriculum Coordinating Unit for Vocational and Technical Education, 1971), p. 33.

ADMINISTRATIVE PROCEDURES AND CRITERIA

In planning a program for adult education, the vocational needs of the community involved should be the basis for determining the action to be taken. There are four primary needs involved in planning an effective program of study.

- Preparation for a new occupation.
- Preparation for increasing performance in the present job.
- Preparation for advancement.
- Retraining.

I. Potential Enrollees

A. People who have completed or discontinued their formal education and are preparing to enter the labor market.

B. People who have already entered the labor market but need to upgrade their skills or to learn new skills.

C. People with special educational handicaps (mental or physical).

II. Teacher Qualifications

A. Instructors should be certified to teach business education classes according to the requirements of the State Department of Education.

B. Instructors should secure a vocational license.

C. Instructors should have actual office experience.

D. Instructors should posses an interest in and be able to work with adult groups.

III. Space and Equipment

A. The facilities and equipment provided for adult training programs should be adequate to provide instruction consistent with local community requirements.

B. Functional teaching materials should be available.

C. Work space should be adequate to comfortably house the students enrolled in the program.

IV. Program and Enrollment Standards

A. General conditions for approval

1. The program should meet the needs of the community.

2. An adult program must have qualified teachers.

3. The adult program should have planned courses of study with behavioral objectives defined.

4. An adult program should be flexible both in type of program offered and the scheduling of courses.

B. Qualifications of enrollees

1. Enrollees must be fourteen (14) years of age or over.

2. Enrollees must be employed in office occupations or intending to enter an office occupation.

C. Instruction of enrollees

1. Time and place should be suitable to the needs of enrollees.

2. Courses are definitely vocational in character.

3. The subject matter should be adapted to the learner's need.

V. Organization and Procedure

A. Minimum class size is ten students.

B. Time of instruction for most adult vocational office training classes varies. Short classes may be arranged for such courses as employer-employee relations, personality development, or human relations.

C. A fee may be charged to pay for supplies or to pay for the use of school facilities.

D. The sample Student Enrollment Sheet at the end of this section may be kept in the coordinator's file for future reference.

E. Reports will be submitted to the Vocational Education Division indicating the enrollment, attendance, and hours of instruction of the adult classes.

1. Complete and submit in duplicate Form Voc. Ed. 1-2, Application for Approval in Advance for State and Federal Aid for Special Adult Classes in Vocational Education. This application must be approved by the State Supervisor of Business and Office Occupations, and the duplicate copy must be received by the school before classes can begin. An outline of the course content must be attached to the application or the application will not be complete.

2. Form 1-3, Statement of Qualifications for Vocational Education Teachers, must be completed and submitted in duplicate so that a vocational license can be issued. (See page 28.)

3. The Initial Report, Form Voc. Ed. 1-2A, submitted on an individual class basis, is due by the end of the third week of the specific class.

4. The Final Report, Form Voc. Ed. 1-2B, should be completed in full and submitted immediately after the class ends. This form serves as the final report and requisition of reimbursement on the teacher's salary. (See page 65.)

5. If the student attended 75 percent of the class meetings, and upon the recommendation of the instructor, a certificate may be issued to the student from the State Department of Education, Vocational Education Division. A sufficient number of certificates should be requested prior to the last class meeting.

F. Evaluation of student achievement could be based on civil service standards set forth in the civil service manual. Information concerning civil service can be obtained from the local post office.

Evaluation of the effectiveness of the course could be based on the percentage of the original enrollment who successfully completed it. Also, for further means of evaluation, a follow-up study should be made to ascertain the number who secured employment after successfully completing the course.

G. Salaries of adult instructors should be paid on an hourly basis and will be reimbursed at an agreed amount per hour. Any deviation from this policy will necessitate prior approval of the State Supervisor of Business and Office Occupations.

VI. Suggested Course Offerings for Adult Vocational Office Training

Beginning Typewriting	60-70 hours
*Advanced Typewriting	60-70 hours
Beginning Shorthand	60-70 hours
*Advanced Shorthand	60-70 hours
Refresher Typewriting	20-30 hours
Refresher Shorthand	20-30 hours
*Accounting	60-70 hours
Advanced Accounting	60-70 hours
*Filing	50 hours
Receptionist	25-30 hours
Refresher Office Procedures	25-30 hours
Public Relations	25-30 hours
*Business Machines	50 hours
*Business Ethics	20 hours
*Business Math	30-40 hours
*Business English	40-50 hours
*Business Correspondence	30-40 hours
*Business Law	40-60 hours
*Intensive Clerical Training	20-30 hours
Public Speaking	30 hours
Employer-Employee Relations	20 hours
*Human Relations	20 hours
Personality Development for Office Workers	20 hours
Key Punch Operation	40-50 hours
Unit Record	150 hours
Computer Programming	150 hours
*Supervisory Training	60 hours
*Principles of Management	54 hours
*Personnel Management	54 hours
Salesmanship	54 hours
Data Processing	108 hours
Secretarial Workshops	4-6 hours
Gregg Text Kits	hours determined by time required to develop proficiency

*Knowledge and experience in this area are important in preparation for Certified Professional Secretary Examination.

SAMPLE

_____ SCHOOL

STUDENT ENROLLMENT SHEET
FOR
VOCATIONAL BUSINESS EDUCATION ADULT CLASSES

CLASS_____ TEACHER_____

NAME	SEX	EMPLOYER	LENGTH OF EMPLOYMENT	POSITION	YEARS OF EDUCATION

BEST COPY AVAILABLE

Form No. 1-2
Voc. Ed.
Revised Jan. 1970

APPLICATION FOR APPROVAL IN ADVANCE FOR STATE AND FEDERAL AID FOR SPECIAL ADULT CLASSES IN VOCATIONAL EDUCATION

Class No._____

(Prepare form in duplicate for each vocational class)

check appropriate box

☐ Agriculture ☐ Home Economics ☐ Trades and Industry
☐ Distribution ☐ Office
☐ Health ☐ Technical

FROM: _____
Name of School
_____
Address
_____
County

TO: VOCATIONAL EDUCATION DIVISION, STATE DEPARTMENT OF EDUCATION, P. O. BOX 771
JACKSON, MISSISSIPPI 39205

We hereby submit budget and application for state and federal aid for vocational education programs as indicated on this form. It is understood and agreed that the local board will pay the salary(s) (estimate $_____) of the instructor(s), and will receive reimbursement from the State Vocational Board for _____% of this cost. Other costs necessary for this program will be provided by the local school.

Date:_____ Signed:_____
Superintendent, President, or Authorized Representative

I. CLASS: (check one) Supplementary___ Preparatory___ Apprenticeship___
(check one) Regular___ Disadvantaged___ Handicapped___

Occupational objective_____ _____ *OE Code No.*

Subjects:_____

Estimated enrollment: M_____ F_____. Meeting place:_____

Time: From_____ to_____; Days of week: M T W T F S
(circle appropriate days)

Hours of instruction: Group_____ Individual_____ Total_____

Class will start_____ and_____ No. weeks_____

ATTACH TO THIS APPLICATION OUTLINE OF COURSE TO BE GIVEN.

II. TEACHER: *(attach statement of qualifications, if not on file)*

Name_____ Voc. Cert. No._____ Social Security No._____; Rate of pay for this class $_____per hour; Total Salary $_____

III. Other costs: $_____ including local travel, instructional supplies, maintenance of equipment, utilities, etc. *(to be paid by Local School Board)*

_____

(FOR STATE OFFICE USE ONLY) Approved Reimbursement $_____

_____, State Supervisor, Voc. Ed., Date_____

_____, Asst. Director, Voc. Ed., Date_____

NOTE: This form is to be submitted in duplicate and approval received before the first meeting of the class is held.

BEST COPY AVAILABLE

Form No. 1-2A
Voc. Ed.
Revised July, 1970

Class No._____

ADULT VOCATIONAL EDUCATION

Initial Report

FROM: _____
Name of School

_____
Address

_____
County

_____
Date

(check appropriate box)

01 ☐ Agriculture
04 ☐ Distribution
07 ☐ Health
09 ☐ Home Economics
14 ☐ Office
16 ☐ Technical
17 ☐ Trades and Industry

Check one: Regular___; Disadvantaged___; Handicapped___

TO: VOCATIONAL EDUCATION DIVISION, STATE DEPARTMENT OF EDUCATION, P. O. BOX 771, JACKSON, MISSISSIPPI 39205

The class in _____, OE Code_____,

☐ full-time, ☐ part-time, ☐ evening, or ☐ apprenticeship

Meeting place_____; class began_____, 19__,

with_____ males and_____ females enrolled.

Signed_____
Class Instructor

Signed_____
Local Director or Supervisor

This report should be submitted, on an individual class basis, at least by the third week of the beginning of the specific class.

MISCELLANEOUS INFORMATION

95/96

ALL VOCATIONAL-TECHNICAL PERSONNEL

GENERAL INFORMATION AND REQUIREMENTS FOR OBTAINING A VOCATIONAL LICENSE

A. The State Plan Guide for Vocational-Technical Education requires that the qualifications of vocational-technical personnel be included and specified. The State Board for Vocational Education is charged by law to insure that qualified personnel are employed for vocational-technical education. To insure qualified personnel, vocational licensing has been used and will continue to be used to regulate and set standards.

B. All licenses issued from the date of this brochure will be issued in accordance with the State Plan requirements and the provisions outlined herein.

C. Reimbursement will be made to a school for payment of salaries only for those teachers holding a valid vocational license.

D. A person who seeks a license must fill out a Statement of Qualifications (provided by the Vocational Division) and furnish the necessary transcripts, etc., to establish educational classifications.

E. All Statements of Qualifications forwarded to the Vocational Division will be evaluated and notification of disposition furnished to the individuals submitting Statement of Qualifications. Licenses will be issued only to qualified persons who have been placed under contract, and Statement of Qualifications must be signed and verified by an administrative person from the employing institution.

F. POST SECONDARY ONLY - All currently issued licenses expiring August 31, 1971, will be renewed without credit or question for two years (except where a deficiency or policy requirement has already been established for renewal).

G. POST SECONDARY ONLY - Persons who have a license expiring August 31, 1971, and who have obtained six or more semester hours of credit between the last renewal date and this expiration, may elect to have their license renewed with credit according to subject area provisions.

H. POST SECONDARY ONLY - Credit earned from June, 1970, to August 31, 1972, will be used for renewal of a two-year license expiring August 31, 1972. Credit earned from June, 1971, to August 31, 1973, will be used for renewal of a two-year license expiring August 31, 1973. All credit earned prior to the above dates will be used for advanced classifications and not for renewal credit.

I. Once a license has been renewed with credit, only credit earned from one expiration date to the next expiration date will be used for renewal.

J. Presently licensed vocational-technical education personnel (not adult) will be required to furnish the State Vocational-Technical Division with copies of transcripts and other data for evaluation and classification before any licenses can be renewed with credit. If copies of transcripts are used, these must be verified by the local school administrator in writing and be legible.

K. In renewing licenses, the original copy of the license should be returned to the State Office for Vocational-Technical Education. This license will be stamped "renewed to a given date" (provided the necessary requirements for renewal have been met and validated) and returned to sender.

L. If a woman holding a vocational license marries or otherwise changes her name, it is important that she return her license to the Vocational Division with changed information so her records and license can be updated.

M. Persons whose licenses have been invalid for more than one year will be required to meet the license renewal standard set by the supervisor for the given area.

N. Persons transferring from Manpower Development Training Act (MDTA) programs to vocational-technical programs will be given credit for MDTA teaching; however, they will have to make application for a post secondary or secondary vocational-technical license and will have to meet the requirements of any other entry teacher.

O. Subject to the provisions of the State Plan and/or State Supervisors, persons entering without a professional education background must complete a 10- to 60-clock-hour pre-service training course as prescribed by the State Supervisors prior to, or immediately after, beginning teaching.

P. A person 60 years of age or older who holds a valid vocational-technical license issued for 5 or 10 years will not be required to earn additional credit for renewal, provided the extended time does not exceed 5 years.

Q. A person holding a two-year duration license, who has taught vocational education for the past five years and who is 63 years of age or older when his license expires, may have his license extended for not more than two years without additional credit.

R. Persons entering vocational-technical education in areas not included or specified in this publication will meet standards set by the supervisor for the given area.

S. Adult teachers shall meet the same minimum requirements as post secondary or secondary teachers in each service area.

T. Teachers of adult education will be issued a two-year license which can be renewed without credit as long as this person is teaching on a part-time basis.

U. Post secondary or secondary or MDTA licensed teachers may teach adults without additional licenses as long as it is within their endorsement field. Adult licenses are good for adult part-time teaching only.

V. Three semester hours referred to herein will be understood to be three semester hours or four quarter hours.

MINIMUM OFFICE STANDARDS

There are no universally accepted office standards in the Cooperative Vocational Office Training Program. In order for a coordinator to devise realistic standards, it is recommended that she make a survey in terms of actual employment requirements in the potential area in which the student-learner will work. Once the coordinator is able to determine what can be accepted, then the standards should be structured to meet the needs of the community.

Basically, there are two types of office standards: quality standards and quantity standards. In quality standards the prime concern is accuracy or precision. In quantity standards the distinguishing feature is the number of units produced in a given period of time, such as cards filed per hour.

The following minimum office standards may be considered adequate for the purposes of determining whether or not the student meets minimum office standards:

ACTIVITY	STANDARD
Typewriting	
Straight copy	50-60 words a minute
Form letters with envelops	8-10 per hour
Machine transcription	20-25 words per minute
Stencils	3-4 per hour
Master, gelatin or fluid	4-6 per hour
Form letter fill-ins	80-90 per hour
Addressing envelopes	120-140 per hour
Billing invoices	10-12 per hour
Manuscript (without footnotes)	6-8 pages per hour
Tabulation, simple	3-4 per hour
Shorthand	
Dictation	80-100 words per minute
Transcription	20-25 words per minute
Filing	
Sorting and filing cards alphabetically	140-150 per hour
Alphabetizing, 8½ x 11 letters	90-100 per hour
Inserting or pulling already alphabetized 3 x 5 cards	200-250 per hour
Filing 8½ x 11 sheets (coding, marking, sorting, filming; alphabetic systems)	75-80 pieces per hour
Inspect, sort and file alphabetically	20-30 pieces per hour

Machines, Key-driven

Addition, 30 three- to five-digit units	55-60 columns per hour
Bank checks	60-70 per minute (turn and add)
Sales checks	70-80 per minute (turn and add)
Multiplication, three- to five-digit units by three to five digits	380-400 per hour
Subtraction, four to six digits	280-300 per hour
Division, 3 to 5 digits	140-150 per hour

Machines, Rotary

Addition	180 key reaches per minute
Multiplication	4-6 calculations per minute
Subtraction	4-6 calculations per minute
Division	2 calculations per minute

Machines, ten-key adding listing; full-keyboard adding listing; electronic calculator; and printing calculator

Standards for the above machines were taken from Office Machines Course, 4th Edition, by Pasewark, Cornelia, and Agnew, Book No. M79TE, South-Western Publishing Company. Tests are furnished with the text.

A four-part evaluative procedure is used to determine each student's achievement on the ten jobs, the timed drills, the two tests, and the final examination on each section of the book.

As a student completes a job, it is checked for accuracy against the solutions listed on each job sheet. Using an alpha-numeric code, the teacher and/or student checker does the following:

1. Give a student 5 points for completion of the job.
2. Adds a bonus of 1 to 5 points for accuracy.
   a. Perfect papers earn 5 points.
   b. One error reduces the bonus to 4 points.
   c. Two errors reduce the bonus to 3 points.
   d. Three errors reduce the bonus to 2 points.
   e. Four errors reduce the bonus to 1 point.
   f. Five or more errors - no bonus credit.
3. The total completion credit of 50 points plus the sum of the bonus credits for the ten jobs equals the student's score for this section of the book.
4. The numeric score is changed to a grade as indicated below:

a. 100 points	A+	f. 80 to 84	C
b. 95 to 99	A	g. 78 to 79	D+
c. 90 to 94	B+	h. 75 to 77	D
d. 87 to 89	B	i. Below	Failed
e. 85 to 86	C+		

5. The two tests, which may be given after the fifth and tenth jobs of each section, are evaluated by using the grading scale listed below:

Time Required	Errors 0	1-2	3-4	5-6	7-8
35 Minutes	A	B+	B	C+	C
36 Minutes	B+	B	C+	D	D+
37 Minutes	B	C+	C	D+	D
38 Minutes	C+	C	D+	D	F
39 Minutes	C	D+	D	F	F
40 Minutes	D+	D	F	F	F
41 Minutes	D	F	F	F	F
42 or more	Repeat				

6. The final examination, which may be given after completion of a section, will be graded upon accuracy alone:

a. 0 Errors	A+
b. 1 Error	A
c. 2 Errors	B+
d. 3 Errors	B
e. 4 Errors	C+
f. 5 Errors	C
g. 6-7 Errors	D+
h. 8-10 Errors	D
i. 11 or more	F

7. The final grade (alphabetic) will be determined by following this formula:
   a. Average grade for the Timed Drills. 5%
      (Graded by students)
   b. Grade for Job Sheets in this section 20%
      (Graded by student checkers)
   c. Average grade for two tests in each section 60%
      (Graded by teacher)
   d. Final Examination grade 15%
      (Theory test graded by teacher)
   e. Total 100%

Others

Changing ribbons	1-2 minutes
Looking up words (location of, definition, pronunciation, and part of speech)	1 a minute
Erasure, original only	16-20 seconds
Erasure, originial and 2 carbons	1 minute
Collating, 3 sheets to a set	970-980 sets per hour
Folding mail manually (two folds)	9-12 per minute
Inserting folded mail	5-7 per minute

Sealing envelopes manually	16-18 per minute
Affixing stamps manually	18-20 per minute
Labeling envelopes	30-35 per minute
Feeding envelopes through postage meter	130-135 per minute
Typing addresses on labels	3-5 per minute

EVALUATING THE COOPERATIVE VOCATIONAL OFFICE TRAINING PROGRAM

Evaluation can be defined as the process of gathering information and making judgements, based on this information, about the extent to which the educational goals of each segment of a program are being attained. As such, evaluation is a tool that should be used by the coordinator. Almost every decision concerning the cooperative vocational office training program should be based on some type of formal or informal evaluation.

Evaluation should be an integral part of any educational program. Both the Vocational Education Act of 1963 and the amendments of 1968 provided for and required evaluation of vocational education programs.

Through evaluation, the coordinator is able to find out what is good in his teaching, what should be eliminated, what should be added, and where greater emphasis should be placed.

Each coordinator should devise a well-planned process of evaluation. This plan should be continuous and provide for evaluating every phase of the cooperative program. The process for selecting students and training stations could be a part of evaluation. Southern Association of Secondary Schools and Colleges Evaluations, evaluation by the Vocational and Technical Division of the State Department of Education, and others may be included as a part of the process. The following criteria for evaluation is an example of one method of evaluating the instructional program.

CRITERIA USED IN EVALUATION

Sound standards or evaluative criteria should be used as the basis for determining the growth and development of the program. A checklist of criteria to determine the strengths and weaknesses according to area may be used. The evaluation of the school's program must be largely one of self-evaluation. Insofar as possible, the coordinator should evaluate the program with the help of the administration and the advisory committee. This could be accomplished at a regularly scheduled meeting of the committee near the end of the school year. When evaluation is done from outside the school or by the advisory committee, it will be necessary to (1) use the checklist as an evaluating instrument, (2) analyze the findings, and (3) follow through with suggestions for changes and improvements.

Satisfactory evaluations are to be made in the light of the underlying philosophy and expressed purposes of the overall program. It is suggested that the items which make up the criteria used in the evaluation be grouped under the following headings:

1. General objectives
2. Coordinator
3. Organization of the program
4. Advisory committee
5. Selection and placement
6. Instructional program
7. Coordination of the program
8. Public relations
9. Follow-up

I. General objectives

A. Has a good written statement of objectives been developed?
B. Are the objectives adjusted to meet changing conditions in the community?

II. Coordinator

A. Does the coordinator meet the state requirements?
B. Does the coordinator have suitable personal qualifications?
C. How effectively does the coordinator promote the vocational office training program?
D. Has a friendly and mutual relationship between the student and the coordinator been established?
E. Is the coordinator an active participant in school and community affairs?

III. Organization of the program

A. Is vocational office training an integral part of the curriculum?
B. Is a student given an opportunity to take preparatory courses?
C. Is freedom given to the coordinator in the development of the program?
D. Are provisions made for protecting the best interests of the student?
E. Is class enrollment limited so as to provide time for adequate individual instruction?
F. Does the student receive school credit for training received in a training station?
G. Is scheduling of work experience done to the best advantage of student and businessman?

IV. Advisory committee

A. Is the advisory committee composed of individuals who represent such groups as employees, employers, educators, parents, or other interested groups?
B. Are all the duties of the advisory committee confined to couseling and advising the school?

V. Selection and placement

A. Does the coordinator have access to and use of school records?
B. Does the coordinator secure information about a student from guidance counselors and from other people?
C. Does the coordinator investigate previous work records?
D. Does the prospective student have the opportunity to counsel with coordinator?

VI. Instructional program

A. Is instruction student-centered?
B. Is there good rapport between the coordinator and the student?
C. Is each student's progress record adequate?
D. If one text is used, are other references available?
E. Is a variety of instructional methods used? e.g., conferences, discussions, and projects.
F. Is current material used in the classroom?
G. Is there a variety of office machines available?
H. Are there sufficient machines for instruction?
I. Is there adequate space available for guidance activities?
J. Is there an active youth organization available for leadership?

VII. Coordination of the program

A. Does the coordinator have sufficient materials for coordinating?
B. Is the coordinator's time used exclusively for vocational office training duties?
C. Does the coordinator visit each training station?

VIII. Public relations

A. Has the program been presented to various employer and employee groups in the community?
B. Have the services of leaders in business and education been used to present the program to community groups?

C. Have parents of students been acquainted with the program?
D. Do the entire staff and faculty understand and value the program?

A rating sheet has been formulated to be used by the coordinator, or any other interested person.

The following questions are to be answered either "Yes" or "No" on an objective basis.

After the questions have been answered, rate the related instruction as follows:

90 - 100 questions answered "Yes" – Superior
80 - 89 questions answered "Yes" – Good
70 - 79 questions answered "Yes" – Fair
Below 70 ———————————— Inferior or poor

It is believed that if a coordinator will rate the related instruction through the use of the following questions at regular intervals during the training period, he will be able to strengthen his program.

It may be desirable to have another person do the checking to secure an unbiased rating. Self-evaluation, however, is highly desirable and will enable the coordinator to identify and correct weaknesses which might not otherwise be noticed.

EVALUATION CHECK LIST*

	YES	NO
I. Physical facilities, layouts, and location of related subjects classroom		
A. Is the seating arrangement sufficiently flexible for the needs of the group?	___	___
B. Is the classroom located in the high school building?	___	___
C. Is the classroom comparable to other classrooms?	___	___
D. Does the classroom present a neat and business-like appearance?	___	___
E. Are the chalkboard and bulletin board used as teaching aids?	___	___
F. Is the library of the department sufficient to supply the working needs of the student?	___	___
G. Is the library material so arranged that it is easy for all students to use with least amount of confusion?	___	___
II. Correlation of related instruction with job experience		
A. Are there definite plans for the correlation of related instruction with job experiences?	___	___
B. Is the job experience clearly described and recorded daily on an acceptable report form?	___	___
C. Is the job experience report used as a method of correlation of job experiences with related instruction?	___	___
D. Is there a definite plan for the selection of supplemental related problems?	___	___
E. Is a definite plan being used for checking and evaluating completed problems?	___	___
III. Reference materials and supplies		
A. Is ample reference material provided for each occupation in the program?	___	___

	YES	NO
B. Are the recommended test keys for the coordinator used?	___	___
C. Is the available reference material up-to-date?	___	___
D. Are the student's personal belongings, including notebooks, study guides, and supplies, kept in a systematic way?	___	___
IV. Indirectly related instructions		
A. Does the approach to each indirectly related problem challenge the student's initiative?	___	___
B. Is student participation encouraged in the class discussion?	___	___
C. Is there an organized plan for selecting appropriate indirectly related subjects?	___	___
V. Techniques in directed student research		
A. Is there a plan whereby the employer might help in selecting related subjects and and materials?	___	___
B. Are local businessmen used as authoritative sources of information?	___	___
C. Is a plan in effect to determine student interests and needs when it is necessary to make supplemental assignments?	___	___
VI. Methods of checking notebooks and written work		
A. Are definite objectives set up for notebook work, in both directly and indirectly related instruction?	___	___
B. Are notebooks checked for these objectives?	___	___
C. Does the student understand the procedure for accomplishing these objectives?	___	___
VII. Testing techniques		
A. Is ample opportunity given students to express themselves through oral and written reports?	___	___
B. Are written tests adequate to measure technical knowledge?	___	___
C. Are tests objective in nature?	___	___
D. Are tests objectively scored?	___	___
VIII. Classroom activities		
A. Is the student given a chance to report actual job activities to the class?	___	___
B. Is instruction for each occupational group carried on by the coordinator?	___	___
C. Are conferences held by the coordinator with each student?	___	___
D. Is each student assigned definite responsibility for classroom activities?	___	___
E. Is the student made to feel responsible for the appearance of the classroom?	___	___

	YES	NO
IX. Desirable student conduct in the classroom		
A. Is there a businesslike atmosphere in the classroom?	—	—
B. Is there an atmosphere of seriousness in the classroom?	—	—
C. Is work carried on until the close of the period?	—	—
D. Is work started with a minimum of lost time at the beginning of the class period?	—	—
E. Does the proper relationship exist between the coordinator and the class?	—	—
X. Instructional aids and their uses		
A. Are available visual aids used effectively by the coordinator?	—	—
B. Are occupational films used and follow-up instructions given?	—	—
C. Is the film schedule arranged at the beginning of the year?	—	—
D. Are all films previewed by the coordinator before being shown to the class?	—	—
E. Are other faculty members invited into the class to listen to or participate in discussion?	—	—
F. Are outside speakers used as an aid in discussion groups?	—	—
G. Are up-to-date charts and pamphlets used in the classroom?	—	—
H. Is the school library used by the student and the coordinator for additional information?	—	—
XI. Handling fast and slow students in related study work		
A. Is there a definite policy formulated to meet the needs of both the slow and rapid achiever?	—	—
B. Is an objective method used to identify the slow and rapid achiever?	—	—
C. Are regular conferences held between each student and the coordinator?	—	—
D. Is the rapid learner assigned enriching experiences to utilize his time to the greatest advantage?	—	—
E. Is an effort made to determine causes of any slow progress?	—	—
F. Are the ability and interest of the rapid learner challenged?	—	—
G. Are slow learners given extra attention?	—	—
H. Are fast learners given extra attention?	—	—
XII. Student written work - final form		
A. Is the student required to meet uniform standards in submitting written work?	—	—

	YES	NO
B. Does the student understand these standards?	___	___
C. Does the student know which part of the work submitted will become part of his permanent record?	___	___
D. Does the coordinator have a checking plan to insure that written work meets required standards?	___	___
XIII. Supplementary reading		
A. Is there provision for supplementary reading?	___	___
B. Is the student required or encouraged to read the newpaper daily?	___	___
C. Are reports on occupational information required from each student as a result of reading?	___	___
XIV. Personal development of the student		
A. Is there a definite program for personality development?	___	___
B. Is there a method by which remedial personality instruction may be given?	___	___
C. Is a personality rating sheet used for each student?	___	___
D. Is the student encouraged to initiate individual personal development programs?	___	___
E. Are tests given as a means of checking personality development?	___	___
F. Does the employer aid in personality checks?	___	___
XV. Employer relationship with in-school work		
A. Is there a plan whereby the employer may help determine appropriate related instruction?	___	___
B. Is there a method by which the employer is kept informed of the student's progress in school?	___	___
C. Is the employer encouraged to contribute to the directly related instruction other than on the job?	___	___
D. Is the employer well informed of the progress made by the student in both directly related and indirectly related study?	___	___
XVI. Grading the cooperative student		
A. Does the student understand the process by which he will be graded?	___	___
B. Is the employer given a chance to contribute toward the student's related subject grade?	___	___
C. Is the student's grade a combination of the work done in class and on the job?	___	___
XVII. Miscellaneous		
A. Does the program cover a representative group of occupations in which employment is available in the community?	___	___

	YES	NO
B. Does the program have full support and cooperation of the school administration?	—	—
C. Does the program have full cooperation of other faculty members?	—	—
D. Is the attitude of other faculty members toward the related instruction wholesome and sympathetic?	—	—
E. Is the community fully aware of what the program is trying to accomplish?	—	—
F. Does the school feel that the related instruction period is accomplishing its purpose?	—	—
G. Does the student body respect the Vocational Training Program?	—	—
H. Is there a publicity program in practice?	—	—

*A Handbook for Coordinators of Cooperative Education. Rev. ed. Mississippi State University, State College, Mississippi: Curriculum Coordinating Unit for Vocational and Technical Education, 1971. pp. 82-88.

CALENDAR OF EVENTS

September

Orientation of Students
Home Visits
Memorandum of Training Plans (0-3) due September 30
Initial Report on VOT Classes Voc. Ed. 0-2 due third week of operation
Initial Report on Adult Classes Voc. Ed. 1-2A due third week of operation
Travel Report Standard Form No. 223C (must be made each month)
Organize FBLA Chapter for the year

October

Follow-up Report Voc.Ed. 0-1A due October 1
Check to see if student folders are up-to-date

November, December, January, February, and March

Months of concentration on academic work, planning, and supervision. Appropriate time to promote good public relations by the following:

1. Bulletin Boards
2. Assembly Programs
3. Newpaper Articles
4. Meetings with civic clubs and organizations
5. Leaflets explaining the program

FBLA Convention
Remind central office to apply for travel reimbursement

April

Send letters to parents with application form
Plan meeting of Advisory Committee
Appropriate time to have social event in honor of employers and/or supervisors

May

Meet with Vocational Students for next year
Begin establishment of job stations for next year
Final Report Voc. Ed. 0-2
Requisition for Textbooks, Reference books, and Supplies

June-July

Proposed Budget & Application for VOT Classes, Voc. Ed. 1-1 due June 15
Time for teacher improvement

August

Begin to make plans for placement of students in their training stations
Plan related class
Secure Student-learner Permit (if applicable)
Secure Certificate of Age

JOB OPPORTUNITIES AND DESCRIPTIONS

The 23 job titles and descriptions which follow were used by the National Office Management Association in making the eighth survey (1953) of office salaries. These jobs are considered to be the most common for all types and sizes of companies. This information should be of much value to all teachers and supervisors of instruction who are responsible for the training of workers for clerical jobs in the office.

1. Accounting Clerk - A (Senior Bookkeeper)

   Keeps a complete and systematic set of accounting records. Examines and records the transactions in proper record books, journalizing transactions where judgement must be used as to accounts affected. Balances books and compiles reports at regular intervals.

2. Accounting Clerk - B (Junior Bookkeeper)

   Keeps a record of and works with less than a complete set of accounting records. May perform the more routine calculating and posting duties necessary in accounting; verifying the company bank account; keeping files of records; preparing invoices or monthly customers' statements; posting to and balancing accounts receivable or accounts payable sections; taking trial balance.

3. Bookkeeping Machine Operator

   Operates bookkeeping machine, with or without typewriter keyboard, and performs related clerical duties.

4. Clerk, General - A (Senior)

   Performs routine clerical duties under supervision such as compiling or posting data on records or performing a similar work of average difficulty. Requires some experience and the ability to complete assignments with a minimum of difficulty.

5. Clerk, General - B (Junior)

   Performs duties of simple or repetitive nature such as sorting, posting, checking, copying, and addressing envelopes. Duties performed require little previous experience and a minimum of judgment.

6. Mail Clerk

   Processes incoming and outgoing mail. May operate related machines and equipment and perform other minor office duties.

7. Messenger

   Delivers letters, messages, packages, and other items within an establishment or to other concerns. May keep simple records and perform other minor office duties.

8. Payroll Clerk

   Computes wages of company employees and writes the proper date on payroll sheets; calculates each worker's earnings based on timekeeper's report, individual time cards, and work or production tickets; posts calculated data on payroll sheet (such as name of worker, working days, time rate, deductions and total wages due). May take out pay checks and assist paymaster in making up and distributing pay envelopes.

9. Tabulating Machine Operator

   Operates a machine that automatically analyzes, makes calculations, and translates or divides information represented by holes punched in groups of tabulating cards, and prints the translated data on form sheets, reports, special cards, or accounting records. Set or adjust machine to add subtract, multiply, and make other calcuations. May operate auxiliary machines.

10. Key Punch Machine Operator

Records accounting and statistical data in tabulating cards by punching a series of holes in specified sequence, using a key punch machine. May operate a verifying machine.

11. Addressing Machine Operator

Operates machine which uses stencils or plates for mechanical addressing of any type. May prepare original stencil or plate and is responsible for accuracy of processing.

12. Calculating Machine Operator

Primarily occupied in operation of a machine that performs the arithmetic computations of adding, subtracting, multiplying, and dividing.

13. Duplicating Machine Operator

Operates stencil, fluid (spirit), or simple offset-type office duplicator. Responsible for mechanical operation, quality, and accuracy of work. May prepare stencils or masters.

14. File Clerk

Systematically classifies, indexes, and files correspondence, cards, invoices, receipts, and other records. Locates and removes material from file on request. May keep a record of material removed.

15. Receptionist

Receives and routes visitors. Keeps related records and may perform incidental clerical duties.

16. Secretary, Private

Fully qualified stenographer to senior executive(s). Performs work of a confidential and technical nature. Takes dictation by shorthand and/or transcribing machine. Schedules appointments, handles telephone calls. Has thorough knowledge of routines, personnel, functions, and policies to relieve executive(s) of minor duties.

17. Secretary-Stenographer

Performs secretarial duties for one or more executives. Takes dictation by shorthand and/or transcribing machine. May be required to be versed in the technical language of a particular business. Relieves executives of minor office details and duties.

18. Stenographer - A (Senior)

Records and transcribes dictation of more than average difficulty by use of shorthand and/or transcribing machine. Requires knowledge of proper letter forms and complicated set-ups. Must be familiar with company organization and routines. May perform related clerical duties. Works under general supervision, but must use judgment. May work in a stenographic pool.

19. Stenographer - B (Junior)

Takes and transcribes from shorthand notes or from dictating machine, routine dictation involving generally used business terms and expressions. Must have a general knowledge of company routines and set-ups. May typewrite requisitions, orders, schedules, checks. May work in a stenographic pool under direct supervision.

20. Transcribing Machine Operator

Transcribes the message, reproduced in sound, from a recording device on a transcribing machine. May typewrite other supplementary information recorded.

21. Typist - A (Senior)

Does general typewriting requiring the exercise of judgment and assumption of responsibility to carry out assignments involving statistical, rough draft material, copying of technical or unusual business correspondence or other materials. May cut stencils. Must be accurate, with ability to lay out and arrange work. Dictation not required.

22. Typist - B (Junior)

Does typewriting of simple, routine nature; copying from printed or written material; corrected copy; simple form letters, reports, charts; may cut stencils and address envelopes. Able to typewrite accurately, with fair speed. Dictation not required.

23. Telephone Operator

Operates switchboard, handling incoming, outgoing, and intra-company calls. Keeps record of long distance calls. Is responsible for checking telephone calls. May have incidental duties. Requires a good knowledge of personnel in establishment; works communications system.

U. S. OFFICE OF EDUCATION CLASSIFICATION
(Revised April, 1970)
OFFICE OCCUPATIONS
14.00 00 00

This body of subject matter, or combination of courses and practical experience, is organized into programs of instruction to provide opportunities for students to prepare for or advance in selected office occupations. In the instructional process various aspects of subject matter frequently are drawn from other subject-matter areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitation function of the office. "Facilities function" as used here refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization. Included are a variety of activities, such as the following: recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. In this area are the items of information which identify categories of career objectives in office occupations, and around which courses and practical experiences are developed.

Opportunities are frequently provided both during and outside regular classtime for pupils to develop interests, skills, and knowledge in selected aspects of Office Occupations as an integral part of the instructional program. As an example, the Office Education Association provides additional opportunities to develop leadership, other qualities, and an understanding of the world of work in office occupations. Such organized activities under appropriate supervision, are referred to as co-curricular activities. They may be designed for participation of pupils as individuals or in groups, and are an integral part of classwork.

14.01 ACCOUNTING AND COMPUTING OCCUPATIONS

Planned learning experiences which include a combination of courses and practical experiences with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money.

14.0101 ACCOUNTANTS

Programs concerned with the paraprofessional duties supporting the accountant in organizing, designing, and controlling numerical and financial data.

14.0102 BOOKKEEPERS

Programs concerned with computing, classifying, and recording numerical data to keep financial records.

14.0103 CASHIERS

Programs concerned with receiving and disbursing money in establishments other than banks, and usually involving the use of machines, including cash registers and change makers.

14.0104 MACHINE OPERATORS: BILLING, BOOKKEEPING, AND COMPUTING

Programs concerned with operations and procedures utilizing office machines for billing, posting, calculating, adding, listing, and mechanizing data (other than business data processing equipment).

14.0105 TELLERS

Programs concerned with disbursing and receiving money in a bank and recording the transactions.

14.0199 ACCOUNTING AND COMPUTING OCCUPATIONS, OTHER

Programs concerned with computing and accounting office occupations, including emerging occupations, which are emphasized in instruction but not classified above. (Specify.)

14.02 BUSINESS DATA PROCESSING SYSTEMS OCCUPATIONS

Planned learning activities which include a combination of courses and practical experiences concerned with business data processing systems and operations.

14.0201 COMPUTER AND CONSOLE OPERATORS

Programs concerned with operation of an electronic data processing computer, including reviewing program instructions, determining procedures for a specific run, readying equipment for operation, and manipulating and monitoring controls during operation.

14.0202 PERIPHERAL EQUIPMENT OPERATORS

Programs concerned with the operation of equipment which is auxiliary or peripheral to the operation of the electronic data computer. Included are the operations of card-to-tape converters, tape-to-card converters, high speed printers, and related equipment.

14.020201 KEY PUNCH AND CODING EQUIPMENT OPERATORS

Programs concerned with operating alphabetic/numerical key punch machines for transcribing data from source materials and machines that print identification codes on wire, tape, plastic tubing, and other materials, including installing specified type, code letters, and symbols in mandrels.

14.0203 PROGRAMMERS

Programs concerned with converting symbolic statements of business problems to detailed logical flow charts for coding into computer language. Includes analyzing all or part of a work-flow chart of diagram representing a business problem by applying knowledge of computer capabilities subject matter, algebra, and symbolic to develop the sequence of program steps; conferring with supervisors and representatives of departments concerned with programs to resolve questions of program intent, output requirements, input data acquisition, extent of automatic programming, coding and modification, and inclusions of interval checks and controls; writing detailed logical flow charts in symbolic form to represent work order of data to be processed by a computer system, and to describe input, output, arithmetic, and logical operations involved; concerning detailed logical flow charts to language processable by computers; devising sample input data to provide testing of program adequacy; preparing lock diagrams to specify equipment configuration; observing or operating a computer to test a coded program using actual or sample input data; correcting program errors by such methods as altering program steps and sequence; preparing written instructions (run book) to guide operating personnel during production runs; analyzing, revising, and rewriting programs to increase operating efficiency or to adapt to new requirements; compiling documentation of program development and subsequent revisions; and specializing in some instances in writing programs for one make and type of computer. (Included as 16.0401 COMPUTER PROGRAMMER under TECHNICAL EDUCATION.)

14.0204 SYSTEMS ANALYSTS

Programs concerned with analyzing and designing commercial systems, data methods, systems and procedures, and processing business data. Activities include analysis of business problems such as the development of integrated production, inventory control and cost, and the formulation and refinement of an analysis system for conversion to a programmable form for application to an electronic data processing system.

Activities frequently involve conferences with (1) the project director of business data processing and department heads of units involved to ascertain specific output requirements such as types of breakouts, degree of data summarization, and formats for management reports; and (2) management personnel of operating units to revise plans for obtaining and standardizing input data.

Among other responsibilities of the system analyst are: the study of current or the development of new systems and procedures to devise workflow sequence; the analysis of alternative means of deriving input data to select the most feasible and economical method; and the development of process flow charts in outlines and detailed form for programming, indicating external verification points such as trial audit printouts. Responsibilities may also include directing the preparation of programs, but does not include major responsibilities for technical, scientific, or exotic mathematics applications. (Included as 16.0402 SYSTEMS ANALYST TECHNOLOGY under TECHNICAL EDUCATION.)

14.0299 BUSINESS DATA PROCESSING SYSTEMS OCCUPATIONS, OTHER

Programs concerned with business data processing systems occupations including emerging occupations which are emphasized in instruction but not classified above. (Specify.)

14.03 FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL OCCUPATIONS

Planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data, including classifying, sorting and filing correspondence, records, and other data.

14.0301 DUPLICATING MACHINE OPERATORS

Programs concerned with reproducing handwritten or typewritten matter by use of duplicating machines and devices.

14.0302 FILE CLERKS

Programs concerned with the recording and retrieval of data, including classifying, sorting, and filing correspondence, records, and other data.

14.0303 GENERAL OFFICE CLERKS

Programs concerned with performing a variety of clerical duties utilizing knowledge of systems and reports, including copying data, and compiling records and reports; tabulating and posting data in record books; providing information and conducting interviews; operating office machines; and handling mail and correspondence.

14.0399 FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL OCCUPATIONS, OTHER

Programs concerned with filing, office machines, and general office clerical occupations, including emerging occupations which are emphasized in instruction but not classified above. (Specify.)

14.04 INFORMATION COMMUNICATION OCCUPATIONS

Learning experiences which include a combination of courses and practical experiences concerned with the distribution of information; e.g., by mail, telephone, telegraph, and in person.

14.0401 COMMUNICATION SYSTEMS CLERKS AND OPERATORS

Programs concerned with operating telephone switchboards and similar equipment for relaying incoming and interoffice calls; establishing connections between subscribers; supplying information; calculating charges; operating telegraph and similar equipment for transmitting and receiving messages.

14.0402 CORRESPONDENCE CLERKS

Programs concerned with composing correspondence and related items for the purpose of obtaining or giving information.

14.0403 MAIL AND POSTAL CLERKS

Programs concerned with preparing incoming and outgoing mail for distribution, including time stamping; reading, sorting and delivery of incoming mail, and sealing and stamping outgoing mail or packages; selling postage stamps and postal cards; writing money orders; computing mail costs; sorting outgoing mail; and recording daily transactions.

14.0404 MAIL-PREPARING AND MAIL-HANDLING MACHINE OPERATORS

Programs concerned with operating machines to print names, addresses, and similar information on items such as envelopes, accounting forms and advertising literature; to address, fold, stuff, seal, and stamp mail; and to open envelopes.

14.0405 MESSENGERS AND OFFICE BOYS AND GIRLS

Programs concerned with running errands; sorting and delivering letters, packages, and messages; furnishing workers with clerical supplies; and performing similar routine tasks in an office.

14.0406 RECEPTIONISTS AND INFORMATION CLERKS

Programs concerned with meeting the public through (1) answering telephone and information requests; (2) locating offices and employees; and (3) keeping records of callers, making appointments, interviewing people to secure required data, e.g., hospital admittance data, insurance data, and similar information.

14.0499 INFORMATION COMMUNICATION OCCUPATIONS, OTHER

Programs concerned with information communication occupations which are emphasized in instruction not classified above, including emerging occupations. (Specify.)

14.05 MATERIALS SUPPORT OCCUPATIONS (TRANSPORTING, STORING, AND RECORDING)

Planned learning activities which include a combination of courses and practical experiences concerned with (1) receiving, storing, issuing, shipping, requisitioning, and accounting for stores of material or material in use; (2) assigning locations and space to items, including verification of quality, identification, condition, and value; (3) preparing or committing stocks for shipment; (4) inventorying stock; (5) replenishing depleted items; and (6) filling orders and issuing tools, equipment, or materials to workers.

14.0501 PLANNING AND PRODUCTION CLERKS

Programs concerned with routing parts for fabricating operations or repairs, developing work plans prior to production, scheduling work for and delivering parts to avoid overproduction, compiling records and reports on the number and types of units produced, and scheduling shipment of parts.

14.0502 QUALITY CONTROL CLERKS

Programs concerned with verification of quality and quantity specifications.

14.0503 SHIPPING AND RECEIVING CLERKS

Programs concerned with assembling, packing, addressing, stamping or receiving, unpacking, verifying, and recording incoming merchandise or materials.

14.0504 STOCK AND INVENTORY CLERKS

Programs concerned with receiving, storing, shipping, and issuing supplies, materials, and equipment in a stockroom or warehouse environment, including taking inventories, keeping records, and requisitioning stock.

14.0505 TRAFFIC, RATE, AND TRANSPORTATION CLERKS

Programs concerned with calculating fares for carriers from rate tables. Included are the study of maps to select or lay out and measure travel routes, considering type of vehicle, distance, destination, and passenger or rate service; the preparation of written reports or informing customers orally; and computing schedules and cost factors.

14.0599 MATERIALS SUPPORT OCCUPATIONS (TRANSPORTING, STORING, AND RECORDING), OTHER

Programs concerned with receiving, storing, issuing, shipping, requisitioning, and accounting for stores of materials emphasized in instruction which are not classified above, including emerging occupations. (Specify.)

14.06 PERSONNEL, TRAINING, AND RELATED OCCUPATIONS

Planned learning experiences which include a combination of courses and practical experiences concerned with personnel administration of an organization and the facilitating functions of scheduling and conducting clerical work, management, training specialists in industry, and others.

14.0602 INTERVIEWERS AND TEST TECHNICIANS

Programs concerned with interviewing and administering tests to individuals to determine their appropriateness for employment and/or advancement. Also involved are the uses of appropriate measuring devices, and the administration, scoring, and analysis of individual and group progress.

14.0603 PERSONNEL ASSISTANTS

Programs concerned with formulating policies relating to the personnel administration of an organization. Emphasized are the conduct of programs of recruitment, selection, training, promotion, welfare, safety, compensation, separation of employees, and recreation involving personnel. A practical background in psychology is required for some occupations in personnel research and in the administration of testing and counseling programs.

14.0699 PERSONNEL, TRAINING, AND RELATED OCCUPATIONS, OTHER

Programs concerned with personnel, training, and related occupations which are emphasized in instruction which are classified above, including emerging occupations. (Specify.)

14.07 STENOGRAPHIC, SECRETARIAL, AND RELATED OCCUPATIONS

Planned learning activities which include a combination of courses and practical experiences concerned with making, classifying, and filing records, including written communications.

14.0701 EXECUTIVE SECRETARY

Programs concerned with secretarial coordinating, expediting, and facilitating functions of the office for aiding the executive under his direction and in a confidential relationship. (See also 14.0801 ADMINISTRATIVE ASSISTANTS under SUPERVISORY AND ADMINISTRATIVE MANAGEMENT OCCUPATIONS.)

14.0702 SECRETARIES

Programs related to occupations concerned with carrying out administrative and general office duties, in addition to taking and transcribing dictation.

14.0703 STENOGRAPHERS

Programs concerned with taking shorthand or special writing of notes by hand or machines and transcribing them.

14.0799 STENOGRAPHIC, SECRETARIAL, AND RELATED OCCUPATIONS, OTHER

Programs concerned with stenographic, secretarial, and related occupations emphasized in instruction which are not classified above. (Specify.)

14.08 SUPERVISORY AND ADMINISTRATIVE MANAGEMENT OCCUPATIONS

Learning activities and experiences concerned with various responsibilities such as (1) studying policies, organizational structures, and administrative practices of organizations such as govermental units, industrial firms, and non-profit groups; (2) reviewing periodic budgets submitted by operations personnel; (3) preparing reports summarizing findings and recommending to line management changes in policy, organization, and administration;

(4) consolidating budget estimates and preparing financial reports for comment; and
(5) supervising and coordinating activities, determining work procedures, and assigning duties.

14.0801 ADMINISTRATIVE ASSISTANTS

Programs concerned with the coordinating, expediting, and facilitating functions of the office for aiding the executive, under his direction and in a confidential relationship, in the discharge of his duties as related to personnel, the budget, records control, housekeeping, conducting studies and analyses, reviewing reports, and other responsibilities. (See also 14.0701 EXECUTIVE SECRETARY.)

14.0802 BUDGET MANAGEMENT ANALYSTS

Programs concerned with examining, analyzing, and interpreting accounting records and with the study of policies, organizational structures, and administrative practices of organizations.

14.0803 CLERICAL AND OFFICE SUPERVISORS

Programs concerned with supervisory occupations involving the facilitating function of an organization, rather than a scientific, technical, or administrative specialty.

14.0804 DATA-METHODS AND SYSTEM-PROCEDURES ANALYSTS

Programs concerned with studying policies, organizational structures, and administrative practices of an organization for the purpose of recommending and installing systems procedures and methods improvements.

14.0805 OFFICE MANAGERS AND CHIEF CLERKS

Programs concerned with the facilitating function of the office involving supervision of the budget and management analysis staff of an office, scheduling and conducting work, and other administrative specializations.

14.0899 SUPERVISORY AND ADMINISTRATIVE MANAGEMENT OCCUPATIONS, OTHER

Programs concerned with supervisory and administrative management occupations emphasized in instruction which are not classified above, including emerging occupations. (Specify.)

14.09 TYPING AND RELATED OCCUPATIONS

Planned learning activities which include a combination of courses and practical experiences concerned with recording data by means of typewriters and similar devices.

14.0901 CLERK-TYPISTS

Programs concerned with the performance of general clerical work requiring the use of a typewriter in a majority of the duties, including compiling and typing reports, application forms, shipping tickets, and other data from clerical records. Activities also include filing records and reports, posting information to records, sorting and distributing mail, answering telephones, computing with adding machines, and other similar duties.

14.0902 **TYPISTS**

Programs concerned with recording data by means of a typewriter or similar device.

14.0999 **TYPING AND RELATED OCCUPATIONS, OTHER**

Programs concerned with typing and related occupations emphasized in instruction which are not classified above, including emerging occupations. (Specify.)

14.99 **OFFICE OCCUPATIONS, OTHER**

Include here other planned learning experiences in new or emerging office occupations not listed or classifiable in one of the above categories. (Specify.)

FREE TEACHING AIDS AVAILABLE FROM:

Mr. E. C. McCracken, State Supervisor
Business and Office Education
State Department of Education
P. O. Box 771
Jackson, MS 39205

Filmstrips and Records

Business Education Series (films)
- Files and Filing
- Getting a Job and Keeping It
- The Proper Handling of Checks
- The Secretary as a Recoptionist
- The Trade Acceptance

Secretarial Training Set No. I
- Adjusting to the Job (with record)
- First Job (with record)
- Getting a Job (with record)
- Job Growth (with record)
- Secretarial Attitudes (with record)
- Secretarial Cooperation (with record)

Secretarial Training Set No. II
- Adjusting to Change (with record)
- Filing, Finding, and Follow-up (with record)
- Initiative vs. Aggressiveness (with record)
- Organization and Planning (with record)
- Secretarial Shortcuts (part I and II - with records)

Transparencies

3 M Overhead Transparencies (Occupational Oriented Program)
- Accounting - A Guide to Decisions
- Accounting - Records and Controls
- Care of Equipment
- Clerical Occupations and Responsibilities
- Copying and Duplication
- Economics and Business
- Law and Business
- Office Behavior, Attitudes and Traits
- Office Machine Functions
- Oral Communications
- Procedures in the Office
- Typing Fundamentals
- Typing Production

Good Grooming Transparency Kit

FREE ON LOAN

Film Library
Curriculum Coordinating Unit
P. O. Drawer DX
State College, MS 39762

Films

Bookkeeping: Occupations and Opportunities
Citizenship and You
Data Processing: Introductory Principles
Duplicating by the Spirit Method
Filing Procedures in Business
Job Interview - Men
Job Interview - Women
Mimeographing Techniques
Parliamentary Procedure in Action
Personal Values
Public Speaking: Fundamentals
The Secretary: Taking Dictation
Typing Techniques
Using Money Wisely
Your Job: Applying for It
Your Job: Getting Ahead
Your Job: Finding the Right One
Your Job: Fitting In
Your Job: Good Work Habits
Your Job: You and Your Boss
Your Thrift Habits

Transpariencies

Attitude and Manner: Their Influence on Accomplishment
Attributes of Character
Career Planning
Consumers: Who? Why? How?
Data Processing
Dollar Stretching Practices
Evaluating Advertising
Fundamentals of Grooming
Identifying and Setting Standards
Law and Business
Oral Communications
Personality and Appearance in the Office
Procedures in the Office
Stopping Leaks in Family Spending
The Goals in Relations to Values
Using Credit with Understanding
Values and Goals
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